



جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني
قطاع الكتب

New
Hello!

English for Preparatory Schools



Year Three

Student's Book

Cheryl Pelteret



Egyptian International Publishing Company – Longman
10a Hussein Wassef Street
Messaha Square
Dokki
Giza
Arab Republic of Egypt

© Egyptian International Publishing Company – Longman

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publishers.

First published 2017

ISBN 978 - 977 - 16 - 1416 - 6

Deposit No. 13358 / 2015

Printed by

The Publisher would like to thank the following organisations for their sincere efforts in providing cultural and educational advice to this edition of the book:

The English Counsellor's Office (Ministry of Education)

The Center for Curriculum and Instructional Materials Development

The National Center for Evaluation and Educational Examination

Acknowledgements – Student’s Book

Photographs sourced by Balberry Publishing and pictureresearch.co.uk.

The Publishers are grateful to all those who have given permission to reproduce copyright material.

Alamy Stock Photo/ Joanne Moyes for page 2 centre / Toño Labra/age fotostock for page 3 top / epa European pressphoto agency b.v. for page 12 bottom / James O’Gara for page 16 top / AndySmyStock for page 17 top / geogphotos for page 17 bottom / North Wind Picture Archives for page 24 header / david pearson for page 25 top / Panther Media GmbH for page 26 Wadi Rayyan / Cultura RM for page 26 Siva Oasis / qaphotos for page 27 a / travelpix for page 28 / Klaus-Gerhard Dumrath/Mauritius images GmbH for page 34 centre / Jim Zuckerman for page 41 centre / PjrStudio for page 43 tools / Nature Picture Library for page 51 dolphin; iStockphoto/ efesenko for page 6 and page 14 centre / piccaya for page 12 header / JackF for page 14 b / londoneye for page 14 c / 4FR for page 20 top / ictor for page 30 / Divepic for page 49 tiger shark / monticello for page 50 basket; Shutterstock/ fishandfish for page 2 header / KPG_Payless for page 2 left / Baloncici for page 4 centre / Milleflore Images for page 5 / Liu Zishan for page 7 header / Bomshtein for page 8 and page 10 cigarettes / Georgejmclittle for page 10 game and page 34 bottom / Somchai Choosiri for page 10 coffee / Dream79 for page 10 sugar / Syda Productions for page 10 girl / ppart for page 13 top / Monkey Business Images for page 15 header / Kappri for page 15 centre / suronin for page 18 bottom / Valerio Pardi for page 19 header / Zephyr_p for page 24 centre / Anton_Ivanov for page 26 Abu Simbel and page 32 bottom / Waj for page 26 Sphinx and page 32 header / Josemaria Toscano for page 27 b / Vadim Petrakov for page 27 c / Yarlander for page 27 library / Blackboard for page 29 header / rafik beshay for page 29 bottom / pathdoc for page 31 centre / wutzkophoto for page 33 / BasPhoto for page 34 top / Nickolay Vinokurov for page 35 / Helder Almeida for page 36 header / janno028 for page 37 / acceptphoton for page 38 / Geoff Hardy for page 41 header / solarseven for page 42 top / Pichugin Dmitry for page 43 top and page 44 bottom / Sergey Uryadnikov for page 44 top / Tischenko Irina for page 46 header / Andrea Izzotti for page 46 shark / Evgeniya Anikienko for page 47 / Rich Carey for page 48 shark / orlandin for page 48 turtle / James A Dawson for page 48 stingray / Stas Moroz for page 48 wreck / Heather Lucia Snow for page 49 header / holbox for page 49 sailfish / Jolanta Wojcicka for page 49 coral / Pinosub for page 50 wreck / Martha van Tonder for page 51 rhino / Petr Rerucha for page 51 bird / ownza for page 52 elephant / Alexander Piragis for page 52 volcano

Acknowledgements – Workbook

Photographs sourced by Balberry Publishing

The Publishers are grateful to all those who have given permission to reproduce copyright material.

Alamy Stock Photo/ ADB Travel/dbimages for page 2 top; iStockphoto/ compassandcamera for page 19 London / erluchot for page 19 Bilbao; Shutterstock/ irbis picture for page 2 bottom / EQRoy for page 5 top / Claudio Divizia for page 6 / Air Images for page 8 top / taviphoto for page 8 centre / Lunasee Studios for page 9 top / Marso for page 9 centre / Giancarlo Liguori for page 10 / sdecoret for page 15 / Pakhnyushchy for page 16 top / pixelparticle for page 16 bottom / Andrei Shumskiy for page 17 / Joseph Sohm for page 18 / francesco de marco for page 20 a / VLADJ55 for page 20 b / Vogel for page 20 c / Nutexzles for page 20 d / LintangDesign for page 21 top / DGLimages for page 21 students / Victoria 1 for page 22 / Farknot Architect for page 23 / Africa Studio for page 28 top / Sathit for page 28 centre / Nightman1965 for page 29 bottom / Volodymyr Goinyk for page 30 / Marcio Jose Bastos Silva for page 31 top / Marco Antonio for page 31 bottom / Jayspy for page 32 / Ilya Andriyanov for page 33 / Rich Carey for page 34 top and page 35 top / Drew Rawcliffe for page 34 bottom / Seqoya for page 35 centre / Ramon Carretero for page 36

	Title	Grammar	Functions and vocabulary	Features
Module 4: Life and work	Unit 10 Page 2	Travelling for work	Future forms: the present simple and present continuous: <i>We're taking the sleeper train to Aswan tonight.</i> <i>The train leaves at seven o'clock.</i>	Tools for Life: <ul style="list-style-type: none"> • The importance of being on time
	Unit 11 Page 7	Making the right choices	<i>might / should / must (not) have:</i> <i>He should have talked to his parents.</i> <i>They might have helped him.</i> <i>It must have been very difficult for Sameh.</i>	Project: <ul style="list-style-type: none"> • Why people become addicted to things
	Unit 12 Page 12	Transport workers	Reporting statements and imperatives: <i>I told him that it was my first job.</i> <i>The manager ordered me to wear a helmet and boots.</i> <i>He warned me to look out for things falling.</i>	Eye on Egypt: <ul style="list-style-type: none"> • Technical Schools Critical Thinking: <ul style="list-style-type: none"> • The importance of technical skills
	Review D Page 17		Revision of units 10–12	
Module 5: The past, present and future	Unit 13 Page 19	At the observatory	Reported questions: <i>Yunis asked how many planets there were.</i> <i>Ziad asked if it was hot or cold on the moon.</i>	Tools for Life: <ul style="list-style-type: none"> • The importance of being polite
	Unit 14 Page 24	Wonders of the world	The present perfect passive: <i>The final seven places have been chosen.</i> <i>A new list has been written.</i> <i>The dishes haven't been washed yet.</i>	Project: <ul style="list-style-type: none"> • Writing a description of a place that should be a wonder of the world
	Unit 15 Page 29	Technology	The second conditional with <i>might</i> or <i>could</i> : <i>If a person didn't know how to use social media, it might be more difficult for them to find work.</i> <i>If somebody wanted to have the latest technology, they could buy a smartphone.</i>	Eye on Egypt: <ul style="list-style-type: none"> • Digital projects Critical Thinking: <ul style="list-style-type: none"> • protecting ancient monuments
	Review E Page 34		Revision of units 13–15	
Module 6: The natural world	Unit 16 Page 36	Animal stories	The past perfect: <i>Grasshopper hadn't done any work all week.</i> <i>A farmer found that his goose had laid a yellow egg.</i>	Tools For Life: <ul style="list-style-type: none"> • The importance of doing the right thing
	Unit 17 Page 41	Animal life in the past	The third conditional: <i>If I had had some money, I would have bought that toy.</i> <i>What would have happened if a lot of volcanoes had erupted at the same time?</i>	Project: <ul style="list-style-type: none"> • Researching and writing information about an animal
	Unit 18 Page 46	Sea life	Revision of first, second and third conditionals: <i>If you dive to the bottom, you will probably see a stingray.</i> <i>If you didn't want to go diving, you could go snorkelling.</i> <i>If I hadn't taken my special camera, I wouldn't have taken any photos.</i>	Eye on Egypt: <ul style="list-style-type: none"> • The Red Sea Critical Thinking: <ul style="list-style-type: none"> • The importance of protecting wildlife
	Review F Page 51		Revision of units 16–18	
Black Beauty Page 53				
Word list and Irregular verbs Pages 78–80				

Travelling for work

Lesson 1

1 Ask and answer



What do you think it would be like to sleep on a sleeper train?



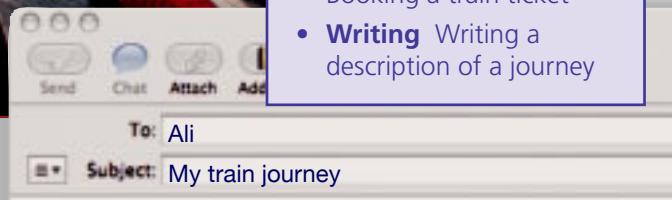
2 Read Tarek's email. Does he have the same opinions as you in exercise 1?

3 Which of the words in red mean the following?

- 1 the place you are travelling to **destination**
- 2 mountains, rivers or other natural things that you can see
- 3 part of a train
- 4 an event when people meet to discuss something
- 5 arranging for something you want later
- 6 tickets for a journey to a place and back again
- 7 for less money

4 Read again and number the sentences in the correct order

- a The train stops in Luxor.
- b They're eating in the restaurant carriage.
- c The assistant puts down the beds.
- d They arrive in Aswan.
- e Tarek's father booked his tickets.



Hi Ali,

At the moment, I'm at Cairo station with my father. We're taking the sleeper train to Aswan tonight. He has a **meeting** there tomorrow and he has asked me to go with him. The train leaves at seven o'clock. There are a lot of other people who are waiting too, so the train is going to be busy.

Travelling by train is a great way to see the **scenery** of a country. I've been on this journey before. The beds are very comfortable. I know that we're going to arrive at our **destination** after a good night's sleep.

Booking tickets is easy: you can book online or buy tickets at a station. My father bought us **return tickets** from Cairo to Aswan. We usually go in **first class** because it is more comfortable than **economy (second) class**. The journey takes about 13 hours.

We're eating in the restaurant **carriage** this evening. After dinner, the assistant on the train puts down the beds in the sleeping car. It's fun going to sleep and knowing that we're going to wake up in a different place the next day!

The train stops at Luxor early tomorrow morning on its way to Aswan.

I think it will be hot in Aswan. I'll call you when I arrive at the hotel.

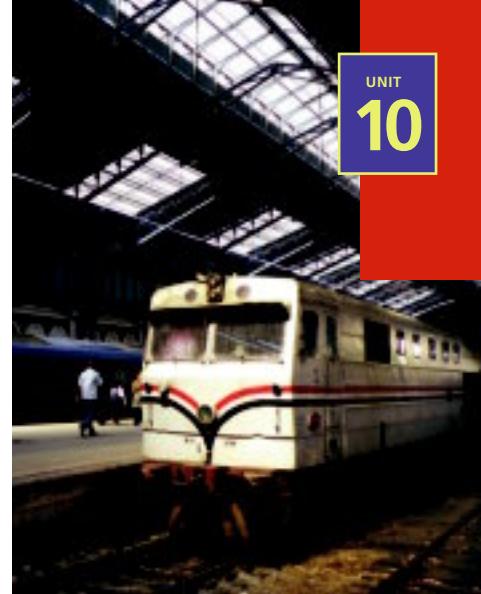
Best wishes,

Tarek

OBJECTIVES

- **Grammar** Future forms: the present simple and present continuous
- **Reading** Reading a blog about a train journey
- **Listening** Listening to someone buying a train ticket
- **Speaking** Buying / Booking a train ticket
- **Writing** Writing a description of a journey

Lesson 2



GRAMMAR BOX

Future forms: the present simple and the present continuous

- We use *will* to predict the future or to make quick decisions and promises:
I think it will rain tomorrow. I'll call you when I arrive at the hotel.
- We use *am / is / are + going to + infinitive* to make a prediction based on present reality:
There are a lot of clouds in the sky. It's going to rain.
- We can use the present simple to talk or ask about future events which are on a timetable:
The train leaves at 9 p.m. What time does your bus arrive on Saturday?
- We can also use the present continuous to talk about things that we have already arranged to do in the future:
I'm doing a test next Monday. Our class is visiting a museum tomorrow.

2 Choose the correct form of the verb

- The library closes / *is closed* at four o'clock, so please choose a book quickly.
- Do the men / Are the men* climbing that mountain tomorrow?
- We *go / are going* on holiday next week. I've already bought the tickets.
- What time *has your bus arrived / does your bus arrive*?
- Nadia can't visit you on Saturday. She *helps / is helping* her mother to prepare for a family party.



3 Choose a train to take to two towns. Ask and answer questions

Cairo to:	Alexandria	Luxor		Port Said		Suez	
Leaves	6.00 a.m.	8.00 a.m.	1.00 a.m.	8.00 p.m.	6.15 a.m.	1.45 p.m.	6.30 a.m.
Arrives	9.15 a.m.	10.30 a.m.	10.30 a.m.	6.15 a.m.	10.15 a.m.	6.00 p.m.	8.40 a.m.



Lesson 3

1 Look at the train timetable and answer the questions



- 1 Which train is faster, the express or the stopping train?
- 2 Which train has air conditioning to make it cooler?
- 3 Which train is cheaper?

Train:	Express (with air conditioning)	Stopping
Cairo	leaves: 10 a.m.	10.10 a.m.
	price: LE 26 single	LE 7 single
Alexandria	arrives: 12.50 p.m.	2.10 p.m.

2 Listen to a businessman buying a ticket and match the questions and answers

- 1 e Can I book a ticket to Alexandria, please?
- 2 I'd like a single, please. What time is the next train?
- 3 How long does the express train take?
- 4 How much is that, please?
- 5 Could you tell me which platform the train leaves from?

- a It takes two hours and fifty minutes.
- b Platform 3.
- c There's a stopping train at 10.10.
- d It's LE 26.
- e Would you like a single or a return?

3 Listen again and answer the questions

1 How long is the businessman staying in Alexandria?

.....

2 How long does the businessman have to wait before the next train?

.....

3 What can you buy on the express train?

.....



4 Work in pairs

Student A: You want to buy a train ticket to another city. Ask the assistant for help using expressions from the Functions box.

Student B: You are the assistant at the ticket office. Help Student A.



FUNCTIONS BOX

Internet search →

Scan this code to find out some facts about railways in India.

<https://goo.gl/dHNyDm>



Buying/Booking a train ticket

Can I book a single / return (ticket to Alexandria), please?

Would you like first or second class?

How long does (the express train) take?

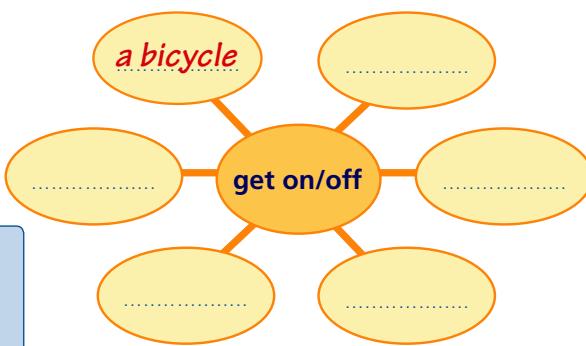
How much is that, please?

Could you tell me which platform the train leaves from?

Lesson 4

- 1** Complete the idea map with the correct collocations

a bicycle a bus
a car a ferry a horse
a plane a taxi a train



- 2** Work in pairs to do the quiz.
Which sentence is true for you?



- 1 Your train leaves on Saturday at 11.15 a.m. You do not have a ticket yet.
 - a** You buy your ticket before Saturday.
 - b** You go to the station on Saturday morning at 11 a.m. to buy the ticket.
- 2 You are meeting a friend at 10 a.m. at the sports centre.
 - a** You arrive at the sports centre ten minutes early.
 - b** You arrive a little bit late. You know your friend won't mind.
- 3 Your lesson starts in 30 minutes and it takes you 15 minutes to walk to school.
 - a** You don't want to be late, so you start getting ready quickly.
 - b** You get ready slowly. It doesn't matter when you arrive. The most important thing is that you don't miss the lesson.
- 4 You are meeting a friend at the park in 30 minutes, but your mother has asked you to help in the house. You might be late for your friend.
 - a** You phone your friend and explain that you may be a few minutes late.
 - b** You don't tell your friend and arrive at the park 15 minutes late.

- 3** If you answered mostly **a**, then you are good at being on time. Compare your answers. Who is better at being on time, you or your partner?

- 4** Discuss in pairs

- 1 Why is it sometimes a good idea to arrive early?
- 2 How would you feel if a friend arrived very late for a meeting with you?



Workbook page 3

Review

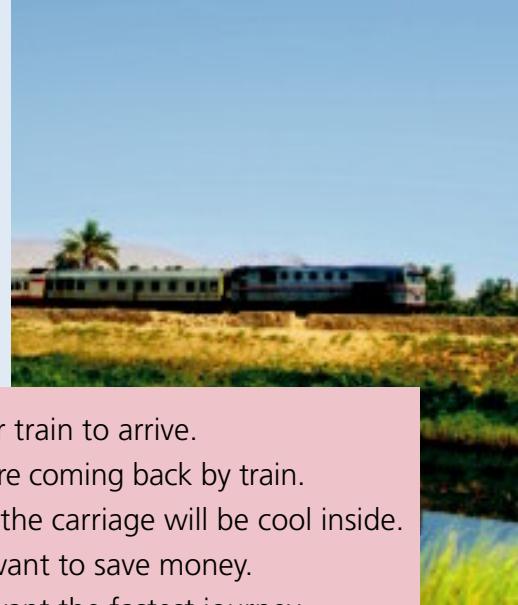
Now you can ...

- use words to talk about train travel

1 Match to make sentences

- b You buy a return ticket
- You want a train with air conditioning
- You buy a ticket for an express train
- You have to wait on the platform
- You book economy class

- a for your train to arrive.
- b if you are coming back by train.
- c so that the carriage will be cool inside.
- d if you want to save money.
- e if you want the fastest journey.



- use the present simple and present continuous to talk about the future

2 Complete the dialogue with the present simple or continuous form of the verbs in brackets

Huda: Hello, Salma! What **1** *are you doing* (you do) next weekend?

Salma: I **2** (*go*) to a party! My uncle and aunt **3** (*have*) a family party at their house, so we **4** (*travel*) there on Thursday night by coach.

Huda: What time **5** (*the coach go*)?

Salma: It **6** (*leave*) at 6 p.m., and we **7** (*arrive*) two hours later.

- buy a train ticket

3 Complete the dialogue

express
long
much
next
platform
~~single~~

Passenger: I'd like a **1** *single* to Port Said, please. What time is the **2** train?

Assistant: There's an **3** train in half an hour.

Passenger: How **4** is that, please?

Assistant: It's LE 20 in economy class.

Passenger: How **5** does it take?

Assistant: It arrives after an hour. It leaves from **6** 4.

Dictionary skills

Dictionary definitions and examples are very useful for learning the differences between words with similar meanings.

journey (*n*): travelling from one place to another, especially over a long distance.

trip (*n*): a short journey to a place and back again

Workbook page 4

Making the right choices

Lesson 1

1 Ask and answer

Can you think of something that you do too often and can't stop doing?

OBJECTIVES

- Grammar** *might / must have* for possibility and *should / shouldn't have* for recommendations in the past
- Reading** Reading a blog about a student with problems
- Listening** Listening to a talk about the importance of school
- Speaking** Expressing past recommendations and regret in the past
- Writing** Writing a dialogue trying to persuade someone to do something

2 Read Ahmed's blog. What couldn't Sameh stop doing?

What happened to Sameh?

Sameh was a student in my class. He was a successful student. He always worked hard and he was very good at English and maths. However, he slowly changed and he stopped studying. I don't know for sure what changed Sameh. He smoked all the time. He might have become **addicted** to smoking. He should have talked to his parents, his friends or his teacher. They might have helped him with his problems. However, he coughed all the time and he became very ill. The doctors told Sameh that he had **lung disease** from too much smoking. He spent a lot of time in hospital and he didn't spend enough time studying. So he did not **pass** any of his exams that year. It must have been very difficult for Sameh. He didn't like being ill. He must have regretted starting to smoke. However, life is better for Sameh now. I saw him last week. He had an **operation** and he is healthy now. He has stopped smoking and has started to study again. I am sure he will pass his exams this year!

2 Which of the words in red mean the following?

- 1 be successful in an exam pass
- 2 an illness
- 3 unable to stop doing something
- 4 an organ which helps you breathe
- 5 when a doctor cuts into your body to help you get better

4 Are these sentences true (T) or false (F)?

- 1 T Sameh used to be in Ahmed's class.
- 2 F Sameh did not smoke.
- 3 F Sameh talked to his friends, but they did not help him.
- 4 F Sameh's lungs were damaged because he smoked too much.
- 5 F Sameh stopped smoking and became healthy again.



Lesson 2

1 Underline the verbs in these sentences

- 1 He might have become addicted to smoking.
- 2 He should have talked to his parents.
- 3 They might have helped him with his problems.
- 4 It must have been very difficult for Sameh.
- 5 He must have regretted starting to smoke.



GRAMMAR BOX

***might / must have* for expressing possibility in the past**

- We use *might + have + past participle* to talk about possibility in the past:
I might have seen this film already. I can't remember.
Ali's arm hurts. He might have broken it.
- We use *must + have + past participle* to talk about things that we are sure happened in the past:
I must have left my notebook at home. (= I'm sure that I left it at home.)
There is no train to Omar's village. He must have taken the bus. (= I'm sure that he did not take the train.)

***should have* for expressing recommendations or regret in the past**

- We use *should / shouldn't + have + past participle* to express a recommendation or a regret about a past situation:
I should have booked a seat on the train and now there are no seats left.
You shouldn't have gone to bed late last night. Now you are very tired!

2 Match to make one or two sentences

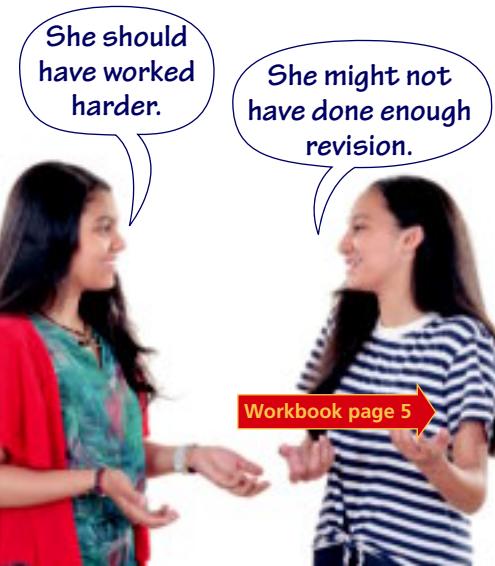
- 1 Nawal must have been very tired.
2 Hamdi can't find his bag.
3 I thought my answer was correct,
4 You should have asked me

- a before you used my computer!
b but I might have been wrong.
c She fell asleep on the bus home.
d He might have left it at the bus stop.



3 Make sentences about these situations using *might / must have* or *should (not) have*

- 1 Your friend did very badly in the exams.
- 2 Your little brother ate a lot of sweets and now feels ill.
- 3 You usually go to the park with your friend on Saturday, but last week your friend did not come.



Lesson 3

1 Look at the picture and complete the sentences

- 1 The boys must have asked
- 2 Some of them might have
- 3 The boy could have



2 Listen to a talk about addiction. What is the difference between a physical and a psychological addiction?

3 Listen again and answer the questions

- 1 How do some people feel if they try to stop smoking?
- 2 How do some people feel if they cannot use social networking sites?
- 3 Who might people be rude to if they are addicted to something?
- 4 How might people look if they are addicted to something?
- 5 What should you do if people ask you to try something you don't want to try?
- 6 Are you strong or weak if you say no to people who are addicted to something?

4 Work in pairs. Use expressions from the Functions box

- 1 **A:** You love eating pizza. You want to know why your friend didn't try a new kind of pizza at the restaurant last night.
B: You didn't eat pizza last night because you want to be healthy.
- 2 **A:** You love computer games. You want to know if your friend tried a new game online.
B: You tried the new game online but you did not enjoy it because it was too difficult.



FUNCTIONS BOX

Expressing past recommendations

I think you should have tried (the pizza) last night.

You shouldn't have drunk (so much coffee) yesterday.

Explaining a choice in the past

I really didn't want to (eat pizza). It's not healthy.

I wasn't interested, thanks.

Expressing regret in the past

I really shouldn't have (smoked that cigarette) because ...

Internet search ➔



Scan this code to find out about the dangers of smoking.

<https://goo.gl/gLQ8au>

Lesson 4

1 Ask and answer

- 1 Which of the following do you think you can become addicted to?



- 2 Why do you think that people become addicted to these things?
 3 How easy would it be for you to never do or try any of these things?

They just can't stop!



2

PROJECT

- Scan this code to find out about one of the things in exercise 1, or about something else that people can be addicted to.
- Find information and make notes about:
 - why people can become addicted
 - what problems this might cause
 - how we can help them to stop
- Then make a poster, a PowerPoint presentation or a magazine article about the problem.



<https://goo.gl/AmV1DL>

Some people become addicted to using social networking sites. At first, they use them just to send messages to their friends and to find out what their friends are doing. However, some people need to check their social networking sites all the time. If they do not check them, they begin to worry or to feel unhappy.

The best way to help these people is to suggest that they only use social networking sites for about half an hour. Suggest that they phone their friends instead of sending them messages. Encourage them to play a sport or make something instead of looking at their mobile phones!

Workbook page 6

Review

Now you can ...

• talk about people's problems

1 Match to make sentences

- 1 It is easy to become
 2 Mona was very rude
 3 It can be boring
 4 It can be difficult

- a when you spend a lot of time on your own.
 b to pass all your exams.
 c when she said those unkind things to her sister.
 d addicted to games on your phone.

• use *might / must have* to express possibility in the past and *should (not) have* to express past recommendations or regret

2 Choose the correct words

- 1 I'm sorry I didn't meet you in the park. I *might* / *should* have phoned you to tell you that I was ill.
- 2 Did I really say that? I'm not sure. I *must* / *should* have forgotten.
- 3 Taha *should* / *must* have been in Cairo last week. Look, he's in the photo.
- 4 Waleed can't find his book. He *might* / *should* have lost it on his way home.
- 5 You missed the start of the show. You *should* / *must* have arrived earlier.

• Make past recommendations and express regret in the past

3 Complete the sentences, then explain or express regret about what you did

1 I really think / should not try / cigarette. *I really think that you shouldn't have tried that cigarette.*
I really shouldn't have because . . .

2 You shouldn't / put / more sugar in that tea

3 You should try / new computer game



Word building skills

Many adjectives are made by adding *-ful* to the verb or noun form:

These are useful skills that they will need for work in the future.

He wants to be successful.

My teacher was always very helpful.

That book we read last week was wonderful.

Workbook page 7

Transport workers

Lesson 1

1 Ask and answer



- 1 Where would you like to work when you leave school?
- 2 What would be the advantages of the following?
 - working outside
 - working with your hands
 - working as part of a team

2 Match to make sentences

- | | |
|-------------------------------------|---|
| 1 <input type="checkbox"/> b | Houses, hotels and factories |
| 2 <input type="checkbox"/> | Your manager at work |
| 3 <input type="checkbox"/> | If you are proud of something, you |
| 4 <input type="checkbox"/> | Especially means |
| 5 <input type="checkbox"/> | Manual means |

- a much more than usual.
- b are examples of **buildings**.
- c tells you what to do each day.
- d working with your hands.
- e are pleased because it is good.

3 Complete the email with the red words from exercise 2

4 Answer these questions

- 1 What is Ragab helping to build?
- 2 Why did he need to wear a helmet and boots?
- 3 What were the good and bad things about his first day?
- 4 Why does Ragab feel proud?

OBJECTIVES

- **Grammar** Reporting statements and imperatives
- **Reading** Reading an email about a new job
- **Listening** Listening to an interview about someone's job
- **Speaking** Talking about important jobs
- **Writing** Writing a description of an important job

New Message

Dear Hassan,

I'm writing this email after my first day at work. I am working on a project for a big new **1 building** in the middle of Cairo. The project is to build a station for part of the new metro line.

When I arrived at the building site, the **2** ordered me to wear a helmet and boots. He warned me to look out for things falling, **3** if I'm under the ground. He asked me to tell him about my work experience. I told him that it was my first job. Then he said that I should work with a group of men who are building a wall around the new station. Manual work like this is very tiring, but I enjoyed being part of a team.

The manager told me that the new metro would open in 2022. The station I am working on is one of 15 new stations on the line. When it is finished, there will be 1.5 million more passengers on the line. I am **4** to help with such an exciting project!

Ragab



Lesson 2

1 Underline the reporting verbs. Which are followed by an object + to + infinitive?

- 1 The manager ordered me to wear a helmet and boots.
- 2 He warned me to look out for things falling.
- 3 He asked me to tell him about my work experience.
- 4 I told him that it was my first job.
- 5 The manager told me that the new metro would open in 2022.



GRAMMAR BOX

Reporting statements

- We use reported speech to report someone else's words. When we report statements, the tense goes one step further back into the past. There is also a change in pronouns:

"I come from Egypt," said Ali. → Ali said that he came from Egypt.

Reporting imperatives

- When we report the imperative, the form is: reporting verb + object + to + infinitive. The verb form does not change a step further back:
"Breathe in," the doctor said. = The doctor told me to breathe in.
- Examples of reporting verbs used for imperatives include advise, encourage, invite, order, tell, warn:
"Tidy your room!" said my mother. → My mother ordered me to tidy my room.
- To report negative imperatives, we use: verb + object + not + to + infinitive:
*"Don't look!" I said. → I warned my friend not to look.
"Please don't be late," the teacher said. → The teacher advised us not to be late.*

2 Write these reported statements

- 1 "English is our favourite subject," my friends told me.

My friends told me that English was their favourite subject.

- 2 "I am learning how to swim," said Tarek.

- 3 "The new shop will open in two weeks' time," Sara told us.

- 4 "My sister wants to buy a book," said Ahmed.



3 Work in pairs

- 1 Make imperatives to:

- invite your partner somewhere.
- order your partner to do something.
- warn your partner not to do something.
- advise your partner to do something.

- 2 Now report what your partner said to the class.



Lesson 3

1 Match the jobs and the pictures

- cleaner
- mechanic
- ticket inspector



2 Listen to an interview with a man who works at a station. What is his job?

3 Listen again and answer the questions

- 1 What is the most important part of the man's job?
- 2 What does he encourage the people who work for him to do?
- 3 What examples does he give of small problems at the station?
- 4 What examples does he give of bigger problems?
- 5 What kind of person does his job?
- 6 Why are people sometimes angry with him?



4 Work in pairs. Look at the list of jobs. Say what people do in each job and why they are important. Use expressions from the Functions box

baker cleaner nurse farmer firefighter
pilot police officer station manager waiter

Firefighters work in dangerous places. Their job is really important.

FUNCTIONS BOX

Making opinions stronger

These people can be **quite** angry if their train is late.

A railway station manager's job is **very** important.

Most of them work **really** hard.

Sometimes I have to help with **extremely** big problems.



Internet search ➔

Scan this code to find out some facts about firefighters.



<https://goo.gl/EtBDK3>

Lesson 4

TECHNICAL SCHOOLS



After finishing Preparatory School at 15, some students choose to stay in **general** education, but about sixty percent of students go to **technical** schools.

- Students at technical schools learn **skills** that they can use in the world of work. These skills are extremely important for the future of the country. Because technology changes all the time, the skills that people need today are very different to what was needed ten or twenty years ago.
- There are now many more technical schools around Egypt and each school teaches a different kind of technical skill. For example, students can learn about work in hotels and shops, or learn skills needed for **industry**, **farming** or **nursing**. Students study at these schools for three or five years.
- Under the **Egyptian Dual Education System**, technical school students spend two days each week at technical school and four days at a place of work, where they can practise using their new skills. This can really help the students after they **graduate**.
- Students who do very well at technical schools can then continue to study at university. They can get very good jobs, such as becoming engineers. However, all jobs that need technical skills are important. Life would be impossible without **electricians**, nurses, **mechanics**, and farmers.



1 Complete the sentences using the red words from the text

- Mechanics** need many to understand how cars work.
- The lights in the factory needed to be repaired, so we called the
- Students in education do not go to technical schools.
- is very important because it gives us most of the food we eat.
- When my brother from university, he wants to work in the car

2 Answer the questions

- Why are the skills that people need today different from in the past?
.....
- Which jobs does the article say you can learn to do at technical schools?
.....
- How can technical school students become engineers?
.....
- Why are jobs that need technical skills important?
.....

3

Critical Thinking

- What would happen if nobody learned technical skills for jobs?
- Why do you think that you need to study at university to become an engineer?



Workbook page 9



Now you can ...

- talk about people's jobs

1 Complete the sentences with the correct job

electrician cleaner manager mechanic ~~ticket inspector~~

- 1 A ~~ticket inspector~~ checks that you have paid when you go on a bus or train.
- 2 A washes floors and tidies rooms.
- 3 You ask for a / an when a car or machine breaks down.
- 4 A is an important person in a bank, shop, sports team, etc.
- 5 A / An repaired the lights in my office.

• report statements and imperatives

2 Report the sentences using these reporting verbs

encouraged
~~ordered~~
said
warned

- 1 "Don't walk on the road, Hatem!" said Hatem's mother.
Hatem's mother ordered him not to walk on the road.
- 2 "I work in an office," the cleaner told me.
- 3 "Keep working!" said the teacher to the class.
- 4 "Don't sit on that wall!" the tour guide said to Maha.

• make opinions stronger

3 Choose the correct words

- 1 The desert is *quite* / ~~extremely~~ hot in the summer.
- 2 A mouse is a *quite* / *really* small animal.
- 3 It is *extremely* / *quite* difficult to learn to write Chinese.
- 4 It is *quite* / *really* expensive to stay in the best hotel in the world.
- 5 Jordan is *quite* / *extremely* big, but it is not as big as Egypt.

Writing skills

It is very important to plan your writing first, before you begin.

- 1 Collect ideas. Use an idea map to organise them.
- 2 Write the title.
- 3 Plan your introduction and conclusion.
- 4 Make one key point for each paragraph.

Workbook page 10 →

Review D

Lesson 1



1 Complete the blog with the correct form of the words in brackets

2 Read again and complete the sentences

1 Marsa Alam International Airport can take 1,200 passengers an hour.

2 In Japan, they decided to build a new airport

3 When the airport opened,

4 Barra Airport is unusual because

5 Tourists on the beach have to be careful

6 Next week, the students

3 Match the words and the meanings

passenger carriage graduate
pass platform

1 where you get on and off a train
platform

2 complete school or university successfully
.....

3 someone who rides on a plane, bus, etc.
.....

4 part of a train where passengers sit

5 be successful in an exam

Last week, our teacher told us

1 to research (research) information about airports. He advised us 2 (use) the Egyptian Knowledge Bank to find out information. In the next lesson, Omar told us about Marsa Alam International Airport. He told us that it 3 (might be) difficult for tourists to get to the Red Sea before the airport was built. Today, the airport is open for 24 hours a day and every hour 1,200 passengers can travel through it.

Then Haytham told us about Osaka Airport in Japan. Because it was next to many buildings, the old Osaka Airport could not grow. In the 1980s, Japan encouraged architects 4 (plan) a new airport at sea. 5 (build) a new island for the airport 6 (must be) very difficult. When it opened in 1994, the airport was the most expensive building project ever!

The teacher then asked me 7 (talk) about Barra Airport. This airport is on a small island in the north of Britain, where planes land on a beach. I told the class that tourists often walked on the beach, so people warn them 8 (be) careful when planes are going to land!

Next week, the students in our class 9 (give) a talk about railway stations. I think that this 10 (be) interesting!

Scan this code to find out some facts about the Hong Kong airport.



-  1 Complete the questions with the present simple or the present continuous. Then ask and answer the questions in pairs

- 1 How / you / travel / to school / next Monday?
- 2 What time / you / finish school / today?
- 3 Who / you / go / on holiday with / next summer?
- 4 When / be / your next English lesson?
- 5 What / you / do / after school / tomorrow?



- 2 Complete the reported imperatives using these verbs

advised encouraged ~~ordered~~ told warned

- 1 "Stop making so much noise!" the teacher said.

The teacher ordered the students to stop making so much noise.

- 2 "Do your best!" the teacher said to the class.

- 3 "You should stop eating so many chocolates," the doctor said to Hala.

- 4 "Don't lose your money," my father said to us.

- 5 "Please write to Grandma," my mother said to me.

- 3 Listen to Amir and Nabil. Are these sentences true (T) or false (F)?

- 1 T Nabil thinks it will be exciting to drive from Luxor to Cairo.
- 2 F You can take quite a lot of bags on the train.
- 3 F It is extremely cheap to travel on the train.
- 4 F Nabil is now going to decide how they will travel to Luxor.
- 5 F Amir's cousin lives in Alexandria.



- 4 Listen and underline the stressed syllables in these words. Then say the words

addicted arrive assistant between
express inspector mechanic technician

Workbook page 11-14 →

At the observatory

Lesson 1

1 Read the fact file. Can you answer the questions?

- How many planets are there in our solar system?
- What can you learn about at an observatory?

FACT FILE

- Our **solar system** includes the sun and some planets.
- Some of the planets have **moons**.
- Astronomers** can look at the planets and stars through a telescope.

OBJECTIVES

- Grammar** Reported questions
- Reading** Reading a website article about astronomy
- Listening** Listening to an interview with an astronomer
- Speaking** Asking polite questions
- Writing** Writing interview questions

2 Read the website article and check your answers to exercise 1

Astronomy: your questions answered

We asked you to send us your questions about the solar system for our team of astronomers here at the observatory. Here are the answers!

How many planets are there in our solar system?

Yunis asked how many planets there were in our solar system. There are eight. They are all different sizes. The biggest planet is 1,000 **times** bigger than earth. Three of the planets are smaller than earth.

Do all the planets have moons?

Aya asked if all the planets had moons. Only two planets in the solar system don't have any moons, but one planet has 62 moons and one has 67! The earth's moon is round, but many of the other moons are different **shapes** and sizes.

What is a shooting star?

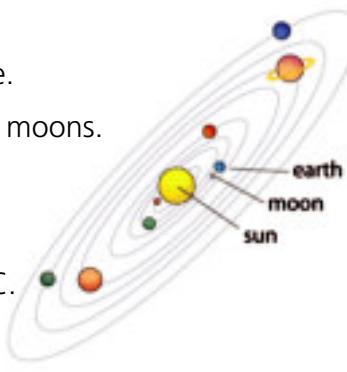
Jude asked what a shooting star was. **Shooting stars** are not stars. A shooting star is a small **piece** of rock that is travelling through space. As it moves, it gets hotter. It usually burns and disappears before it falls onto the earth.

Is it hot or cold on the moon?

Ziad asked if it was hot or cold on the moon. When the sun shines on the moon, it's very hot. It's **around 123 degrees**. The **side** of the moon that isn't in the sun is **freezing**, at around **minus 153 degrees**!

3 Are these sentences true (T) or false (F)?

- F All the planets in the solar system are the same size.
- Two planets in the solar system have more than 50 moons.
- A shooting star is a piece of rock.
- Shooting stars often fall onto the earth.
- The side of the moon that is not in the sun is 153°C.



1 Underline the verbs. What do you notice about the word order and tenses?

- 1 a "How many planets are there?"
b Yunis asked how many planets there were.
- 2 a "Do all the planets have moons?"
b Aya asked if all the planets had moons.
- 3 a "What is a shooting star?"
b Jude asked what a shooting star was.
- 4 a "Is it hot or cold on the moon?"
b Ziad asked if it was hot or cold on the moon.



Reported questions

- Reported questions follow the same rules as reported statements. The tense changes to one step back into the past, the pronouns change according to the meaning, and we put the subject before the verb:
"What is your name?" asked Salma. → *Salma asked me what my name was.*
- For Yes / No questions, we use *if* after the verb ask:
"Are you an astronomer?" the students asked the professor. → *The students asked the professor if she was an astronomer.*
- We can also use question words after the verb ask (and the object):
"Why are telescopes expensive?" asked Lina. → *Lina asked why telescopes were expensive.*
"What are you doing?" I asked Rofaida. → *I asked Rofaida what she was doing.*
- Reporting verbs include *wonder*, *ask*, *want to know*, etc.

2 Report these questions

- 1 "Do you like reading, Taha?" asked the teacher.
The teacher asked Taha if he liked reading.
- 2 Hania asked, "When is the next bus leaving?"
- 3 "Will you finish your homework before dinner?" Karim asked his sister.
- 4 "How long does it take you to get to school?" Warda asked me.



3 Take turns to complete these questions. Then tell the class what your partner asked you

- 1 What time do you ...?
- 2 Can you play ...?
- 3 How often does your mother ...?
- 4 What is your favourite ...?
- 5 Do you like ...?

What time
do you get up in
the morning?

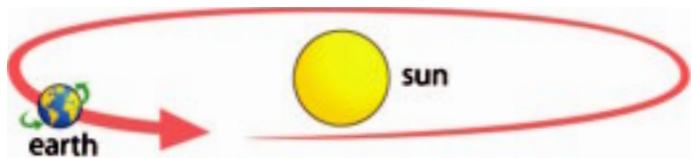
She asked me
what time I got up
in the morning.



Workbook page 15

Lesson 3

1 Ask and answer



- 1 Can you feel the earth turn?
- 2 Would you like to be an astronomer? Why? / Why not?

2 Listen to an astronomer and answer the questions

Can you choose the correct question a–d when you hear the bell?



- a Do you think that we could come and see the observatory one day?
- b Could you please explain to me why I can't feel the earth turn?
- c I'd like to know if you like your job.
- d I wonder if you could tell me what a star is made of.

3 Listen again. Check your answers to exercise 2 and complete the fact file

FACT FILE: The solar system

- 1 The earth turns at **1,670 kilometres** an hour and thousand kilometres an hour around the sun.
- 2 A star is made of
- 3 The is the only star in our solar system.

Internet search →

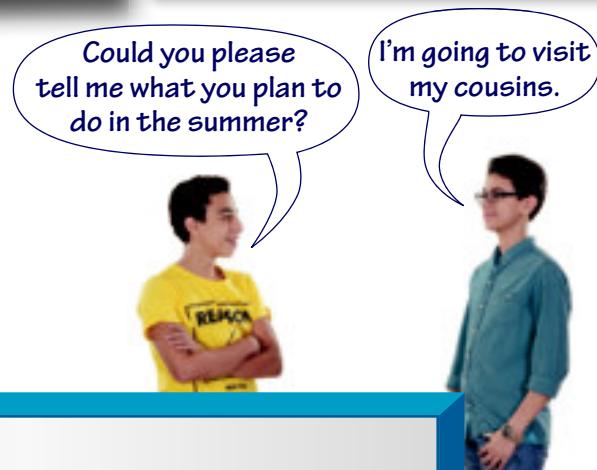
Scan this code to find out some facts about the moons of the other planets in our solar system. Where are they and what are they called?



<https://goo.gl/eAq5yp>

4 Ask and answer using polite questions about the following

future plans likes and dislikes
favourite hobbies and interests
how something works



FUNCTIONS BOX

Asking polite questions

Could you please explain to me why (I can't feel the earth turn)?

I wonder if you could tell me what (a star is made of).

I'd like to know if (you like your job).

Do you think we could (come and see the observatory one day)?

Lesson 4

1 Complete the polite questions. Then match the questions and the answers

 1 if you could tell me / to become / an astronomer. / it is / how difficult / I wonder
I wonder if you could tell me how difficult it is to become an astronomer.

2 if there's anything you don't like / tell me / Could you / about the job?

3 the biggest planet has. / how many / I'd like / moons / to know

4 a star / explain / Could you / what / is made of?

a Gas.

b It is difficult. You have to be very good at science and maths.

c Sixty-seven, but new moons are found every year.

d I have to work long hours.

2 Work in pairs and choose the correct answers

1 You are waiting for a bus home with lots of other people.

When the bus arrives, do you:

a wait for other people to get on until it is your turn?

b move quickly to get on the bus first?



2 Your teacher asks the class a question and you know the answer. Do you:

a quietly put up your hand? b call out the answer?

3 A student in your class has a book that you want to read. He / She asks the class who would like to read it. Do you say:

a "Could I read it, please?" b "Let me read it."

4 Your friend is visiting your house and you decide to watch television. You would like to watch a film, but your friend wants to watch a tennis match. Do you:

a say that you are happy to watch the tennis match?

b tell your friend that you are going to watch the film?

**3 Discuss in pairs**

1 If you answered mostly a, do you think that you are polite?

2 If you answered mostly b, do you think that you could be more polite?

3 Why do you think that it is important to be polite to people?

4 If someone is polite to you, are you more or less likely to help them?

Review

Now you can ...

- talk about astronomy

1 Choose the correct words

- 1 Moons go around planets / stars.
- 2 The sun is a star in our *solar* / *sun* system.
- 3 A *flying* / *shooting* star is a piece of rock that moves quickly through space.
- 4 On some planets, it is more than 400 *degrees* / *hot*.



- report questions

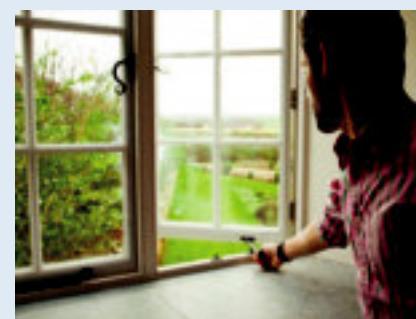
2 Write these questions in reported speech

- 1 "What is your geography project about?" my mother asked me.
My mother asked me what my geography project was about.
- 2 "Where are you going on holiday in the summer?" I asked Youssef.
- 3 "What book do you want to read?" our teacher asked us.
- 4 "Can you play the guitar?" Nabila asked Hana.
- 5 "Do you know the answer to the question?" I asked Sawsan.

- ask polite questions

3 Rearrange to make questions

- 1 you / please / open the window? / Could
Could you please open the window?
- 2 explain / Could / you are late? / please / you / to me / why
- 3 you / if / could / wonder / I / me. / help
- 4 to know / like / I'd / this is right. / if
- 5 send me / Do you think / could / you / that email?



Writing skills

When we write notes about numbers, we often use symbols:

This planet is 1,000 times bigger than earth. / This planet is 1,000 x bigger than earth.

One side of the moon is usually minus 153 degrees. / One side of the moon is usually -154 degrees.

Two and two is four. / 2 + 2 = 4.

Workbook page 17

Wonders of the world

Lesson 1

1 Ask and answer

 Can you name any of the seven wonders of the ancient world?

2 Read the newspaper article and check your answers to exercise 1

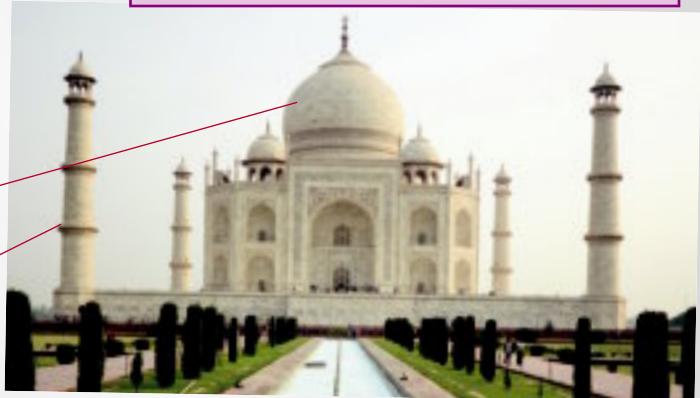
3 Complete the sentences

dome marble
minarets ~~monument~~

The Taj Mahal is a 1 **monument** in India.

The 2 is made of 3

It has tall 4



OBJECTIVES

- **Grammar** The present perfect passive
- **Reading** Reading about the wonders of the world
- **Listening** Listening to a conversation about buildings
- **Speaking** Asking for opinions; agreeing and disagreeing
- **Writing** Writing about a visit to a wonder of the world

New wonders of the world

Long ago, the ancient Greeks wrote a list of seven amazing places in the world. The places they chose were statues, a temple in Greece and a **monument** in Turkey, as well as the **Hanging Gardens** of Babylon in Iraq, the Great Pyramid at Giza and the Lighthouse of Alexandria.

Only one of the original wonders of the ancient world is still standing: the Great

Pyramid at Giza. Now a new list of wonders has been written. In 1999, people all over the world were asked to suggest seven new places. It took six years to make the decision, but now the final seven places have been chosen. The Great Pyramid of Giza stays on the new list as a special eighth wonder!

The Taj Mahal in India is one of the places on the new list. It is a white **marble** monument, built in 1632 by the **ruler** of India to remember his wife. The monument was completed in 1648, but it took another five years to complete the **fountains** and gardens around it.

The Taj Mahal, with its beautiful white **dome** and four **minarets**, has been visited by millions of people since it was built. Unfortunately, it has been damaged by pollution. For this reason, the Taj Mahal has now been added to UNESCO's list of protected monuments. UNESCO helps to look after important sites, and it is hoped that it will preserve the Taj Mahal, too.

4 Answer the questions

- 1 How were the new wonders of the world chosen?
- 2 Which original wonder of the world is still on the list?
- 3 Why did the ruler of India build the Taj Mahal?
- 4 Why does the Taj Mahal need to be protected?
- 5 What does UNESCO do?

Lesson 2

1 Underline the examples of *has / have been + verb*

- 1 The final seven places have been chosen.
- 2 A new list of wonders has been written.
- 3 The Taj Mahal **has been visited by millions of people.**
- 4 It has been damaged by pollution.



GRAMMAR BOX

The present perfect passive

- We use the present perfect passive to talk about recent events, or general experiences without a specific time, when it is more important to talk about an action than the person who did it:
Plans have been made for the next class trip.
The dishes haven't been washed yet.
- The form is: *have / has (not) been + past participle:*
The next date for our book club hasn't been decided yet.
The painting has been sold for a lot of money.
- We can use *by* to say who or what did the action:
The prize has been won by a fifteen-year-old boy.



Scan this code to watch a video about the Taj Mahal.

<https://goo.gl/f9y4uf>

2 Rewrite the sentences in the present perfect passive

- 1 They have painted the building again. ***The building has been painted again.***
- 2 Someone has drawn a picture in my diary.
- 3 Our school has won the competition.
- 4 Archaeologists have found an ancient building in the desert.
- 5 We have collected a lot of money for the charity.
- 6 They have planted trees along the river.



3 Ask your parents about the changes to your city or village over the last ten years. Make sentences using some of these words and the present perfect passive

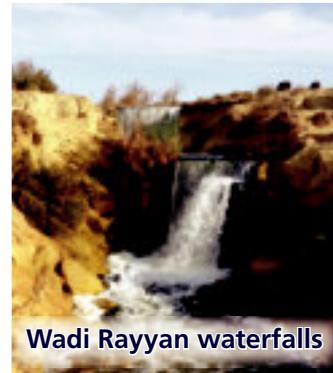
a monument
new shops
houses
the streets
trees

clean
decorate
open
plant
put

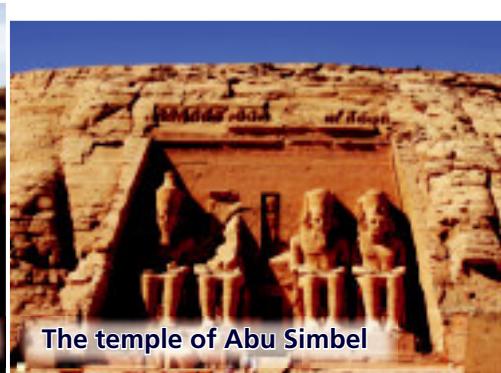


Lesson 3

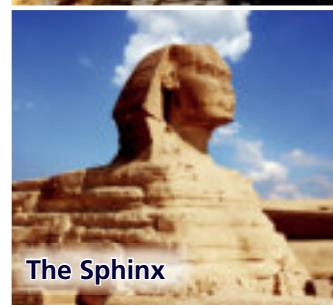
- 1** Look at the pictures. Which are man-made wonders and which are natural wonders?



Wadi Rayyan waterfalls



The temple of Abu Simbel



The Sphinx



Siwa Oasis

- 2** Listen to Salma and Huda talking about the seven wonders of Egypt. Which two places do they agree should be on the list?

- 3** Listen again and complete the sentences

- 1 Huda thinks that all the places on the list should be ancient wonders.
- 2 Salma says that the Aswan High Dam is on the list, so why not
- 3 Huda thinks that the Citadel in Cairo
- 4 Huda thinks that the Suez Canal
- 5 Salma likes the Suez Canal, but prefers

4 Work in pairs

- 1 First, each student should write a list of the seven places that should be the seven wonders of Egypt.
- 2 Compare your list with your partner's. Ask for and give opinions about the places on your lists. Do you agree or disagree? Use expressions from the Functions box.

FUNCTIONS BOX

Asking for opinions

What do you think of (the Sphinx)?

How do you feel about (the Cairo Tower)?

Do you agree?

Expressing agreement

I couldn't agree with you more.

That's (exactly) how I feel.

You have a point there.

Expressing disagreement

I'm afraid I (totally) disagree.

I feel completely the opposite.

**Internet search →**

Scan this code to find out what are the current seven wonders of the world, and what are the seven natural wonders of the world.



<https://goo.gl/YRis4Q>

Lesson 4



1 Ask and answer

1 There are man-made and natural wonders of the world. Can you match the pictures and these modern wonders of the world?

- Victoria Falls, Africa
- The Grand Canyon, USA
- The Channel Tunnel, between England and France

2 What is your opinion of these places?

3 Do you agree with your partner's opinions?

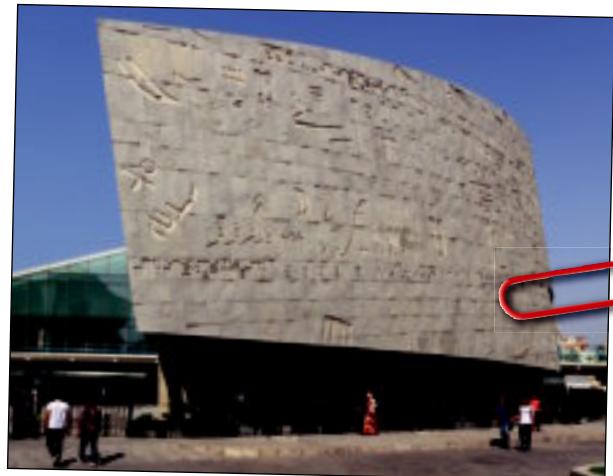


2

PROJECT

- 1 Choose a place that you think should be on the list of modern wonders of the world.
 - Where is the place?
 - Why did you choose it?
 - Describe it and give your opinion of it.
 - Why is it important to protect this place?

- 2 Make a poster or a brochure about the place and say why it should be on the list.



In my opinion, the Bibliotheca Alexandrina should be part of a list of modern wonders of the world. It was designed by a group of international architects who work in Norway. The library is very modern and full of light from the sun during the day. It has been called "too modern" by some people, but I totally disagree. I think it is fantastic.

Workbook page 19

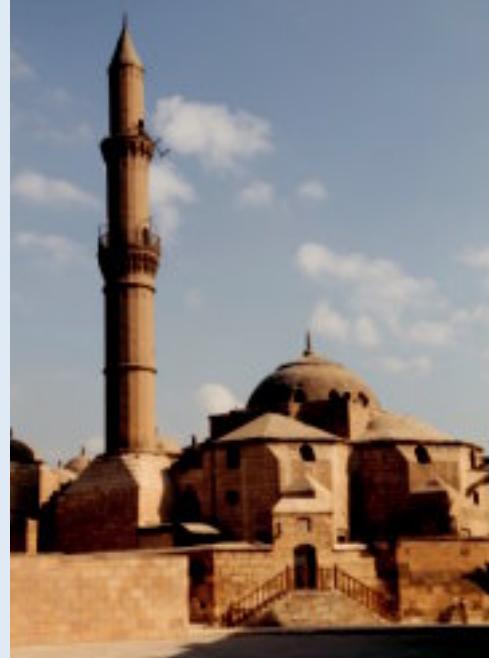
Now you can ...

- talk about buildings

1 Complete the text

dome ~~marble~~ minaret

This is a beautiful mosque in Cairo. To enter, you walk across an area with a floor made of 1 ~~marble~~. The top of the tall 2 reminds me of the shape of a pencil. The roof of the mosque is a huge, round 3



• use the present perfect passive

2 Rewrite the newspaper headlines using the present perfect passive

- 1 A fire has damaged ancient objects *Ancient objects have been damaged by a fire.*
- 2 People have decided on a new list of the wonders of the world
- 3 What have they called the new baby?
- 4 Egypt has won the international competition

• ask for opinions, agree and disagree

3 Complete the dialogue

**agree more
~~do you think of~~
exactly how I feel
have a point
totally disagree**

Fawzi: As a man-made wonder of the world, what 1 *do you think of* Buckingham Palace in London? It's amazing!

Shady: I 2 It's not very old and it's not very beautiful, either.

Fawzi: You 3 there. What about the Bibliotheca Alexandrina? That's a beautiful building.

Shady: Yes, I couldn't 4 ! I love the fact that it has museums inside it as well as the library.

Fawzi: That's 5 It's an amazing building.

Word building skills

We can use the following prefixes to change the meaning of some verbs.

<i>mis-</i> (= do wrong or badly)	read	misread
	print	misprint
<i>re-</i> (= do again)	paint	repaint
	read	reread

Workbook page 20

Technology

Lesson 1

1 Ask and answer

What can you do on a smartphone, as well as talk to people?

2 Read the newspaper article and check your answer to exercise 1

The latest technology

Egypt was the first Arab country to use the internet and now has nearly 50 million internet users. However, technology is changing all the time, so it is important to learn about the latest **developments**.

Many jobs now **require** you to know how to use **social media**. Some companies now use social media to **advertise** jobs and to **arrange** interviews. In fact, if a person didn't know how to use social media, it might be more difficult for them to find work.

How we send messages is also changing. In the past, you could only send emails using a computer. Now you

OBJECTIVES

- **Grammar** The second conditional with *would, might or could*
- **Reading** Reading a text about technology
- **Listening** Listening to a talk about privacy on social networking sites
- **Speaking** Encouraging people to speak
- **Writing** Writing a report about social media

can send texts or emails on a mobile phone or tablet. Social networking sites allow you to send messages to many people at the same time. This is very useful if you want to send messages to a group of people, for example to your friends in a sports team or a book club.

The way that we use our mobile phones is also changing. We can use them to **transfer** money to or from a bank or even to pay for things in shops. If someone wanted to have the latest technology, they could buy a smartphone.

The latest technology can help you to do many things. You can find out about it online or in some magazines.

3 Which of the words in red in the text mean the following?

- 1 the processes of becoming bigger, better, etc. ***developments***
- 2 tell people about something in newspapers, on TV, etc.
- 3 make plans for something to happen
- 4 need or ask you to do something
- 5 websites used by people to communicate
- 6 move someone or something from one place to another

4 Are these sentences true (T) or false (F)?

- 1 Egypt used the internet before any other country in the world.
- 2 You can find some jobs on the internet.
- 3 You need a computer to send an email.
- 4 Some people can buy things using their mobile phones.



1 Underline **would / might / could, if** and the two verbs in each sentence

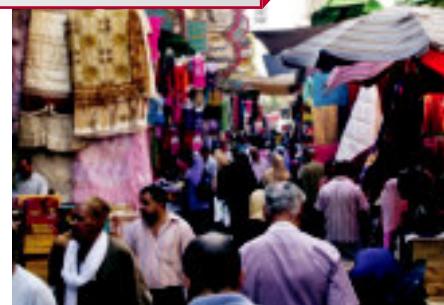
- 1 If a person didn't know how to use social media, it might be more difficult for them to find work.
- 2 If somebody wanted to have the latest technology, they could buy a smartphone.
- 3 If you had a smartphone, it would be easy to transfer money.

The second conditional with **would, might or could**

- We use the second conditional to talk about situations that are either impossible or which might not happen:
If I were taller, I'd be good at basketball.
If I went to England, I would visit London.
- We can use *might* instead of *would*. *Might* = *would perhaps*:
If you learned Japanese, you might get a job in Tokyo. (I'm not sure.)
- We can use *could* instead of *would*. *Could* = *would be able to*:
If we went to the beach, we could go swimming. (We have the ability to do so.)
- In the negative, *might not* shows possibility, but *could not* shows inability / impossibility:
If you went to the museum now, it might not be very busy.
If you visited the palace, you couldn't go in the gardens because they're closed.

2 Complete these sentences with the correct form of the verb in brackets to make second conditionals

- 1 We could go (go) shopping if we had (have) enough time.
- 2 If we all (love) each other, the world (be) a better place to live in.
- 3 If I (be) very ill, I (go) to the doctor.
- 4 If you (*not know*) how to speak English, it (*be*) difficult for you to travel to London.
- 5 His parents (*help*) him, if he (*tell*) them about the problem.



3 Complete the questions, then ask and answer

- 1 Where / you go / win a trip to anywhere in / world?
- 2 What / you do / lose your school bag?
- 3 Who / you phone / you / see an accident?
- 4 What / your parents say / you / not do well in your exams?



Lesson 3

1 Ask and answer

- 1 Which social networking sites do you know?
- 2 Do you use any social networking sites? Which ones do you use?
- 3 What kind of information should you not put on social networking sites?
- 4 What problems might you have if someone has information about you from a social networking site?



2 Listen to Basel and Nader talking about social networking sites and find out what *privacy settings* are

3 Listen again and complete the sentences

- 1 Sixty-four percent of Egyptians **have smartphones**.
- 2 Egypt has the highest number of
- 3 More and more people are having problems
- 4 Khaled told the friend on a social networking site that he was
- 5 The friend was a robber who
- 6 You should never make friends



4 Work in pairs. Take turns to talk about a story in the news. Encourage your partner to continue speaking

FUNCTIONS BOX

Encouraging people to continue speaking

Great! What else does it say?
 Really? Go on.
 How wonderful! Tell me more.
 Then what happened?
 What happened after that?

There was an interesting story in the news yesterday.

Really?
 Go on.



Internet search ➔

Scan this code to find out more about the history and development of the internet.

<https://goo.gl/3MjD3q>



Egyptian Knowledge Bank
 www.ekb.eg

DIGITAL PROJECTS



Digital projects

Unfortunately, many of the world's ancient wonders are in great danger. However, a way to help save many of these monuments has been found by Ben Kacyra, an engineer who comes from **Iraq**.

CyArk is a project that he started in 2002. It uses special cameras that take photos of ancient **temples** and **monuments**. If anything happened to these buildings, the photos would help archaeologists and engineers to **repair** them.

CyArk's projects have also been put on an online **gallery**, so that people from all over the world can see and understand the beauty of these ancient buildings.

Ancient Thebes

Many tourists visit the area of ancient Thebes to see buildings such as the Ramesseum, one of the most interesting ancient temples. Special photos of the temple's floors and walls have been taken by CyArk's cameras. These will give archaeologists more information about the temple. The archaeologists would be able to use the photos if they needed to repair it.

1 Complete the sentences using these words from the article



gallery Iraq monument repair ~~temple~~

- 1 This temple is around two thousand years old.
- 2 Ramy's bike is broken. How can we it?
- 3 Baghdad is a big city in
- 4 We saw some famous paintings in the new art
- 5 The Sphinx is a famous that many tourists visit.



Scan this code to watch a video about archaeology in Egypt.

<https://goo.gl/XoyDKk>

2 Answer the questions

- 1 How will the digital photos help archaeologists and engineers?
- 2 Where can people see CyArk's projects?
- 3 Which area has CyArk worked on in Egypt?
- 4 What has been done at the Ramesseum temple?

3

CRITICAL
THINKING

- 1 What do you think would happen if we didn't repair Egypt's ancient wonders?
- 2 Do you think that all of the world's ancient monuments should be protected? Why / Why not?

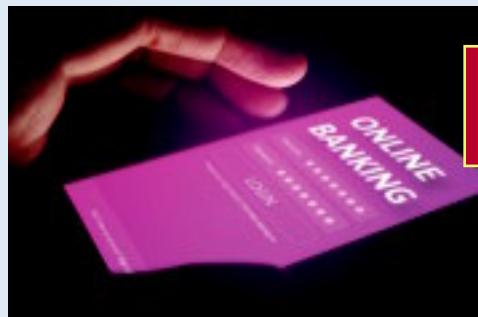


Workbook page 22

Review

Now you can ...

- talk about the latest technology



1 Complete the text

~~developments~~
require
social media
transfer

I always read about the latest 1 *developments* in technology. I often tell my friends about it on 2 In some countries, you can 3 money to or from a bank. The banks 4 you to write a special number online before you can do this.

- use the second conditional with *would, might or could*

2 Write sentences in the second conditional with *would, might or could*

- 1 What / you say / if you / win / prize? *What might you say if you won a prize?*
- 2 If someone / be unkind / to you, / you tell the teacher?
- 3 If / I / have money / I / buy / a laptop.

- encourage people to continue speaking

3 Complete the dialogue

~~more~~
Really
What happened

Leila: There is a story in the newspaper about a scam on social media.
Magda: Tell me 1 *more*.
Leila: A robber found out the name and address of a rich man.
Magda: 2 after that?
Leila: He waited for the rich man to go away on business.
Magda: 3 ? Go on.
Leila: He went to his house and tried to take his money, but the police caught him.



Writing skills

Remember to use:

- capital letters at the beginning of a new sentence; for the word *I*; for names of people, books, films and places.
- a full stop at the end of a sentence.
- a comma between words in a list; between different parts of a sentence; before words used for addition or contrast.

You and I have learned a lot from the ancient Egyptians. They gave the world writing, calendars and many other inventions, such as clocks and medical instruments.

Workbook page 23

Review E

Lesson 1



- 1 Read the article. What will probably increase by 300 percent in the next few years?

BUYING THINGS

Today, only about ten percent of Egyptians keep their money in a bank. Most people buy things using **cash**. The people who buy the most things are aged 18 to 24 and they spend the most money on electronics, air tickets, going out and clothes.

Some businesses in Egypt use the internet to sell things. Egypt is the 12th best place in the world for companies to **invest** in online businesses. People



will probably buy many more things online in the future.

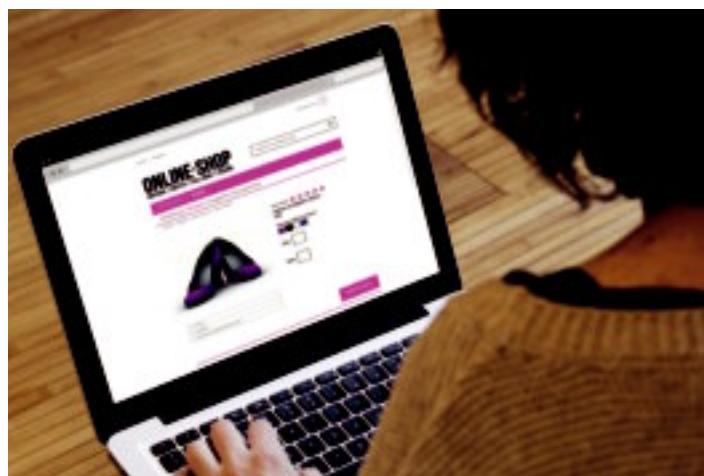
Egypt has the highest number of internet users in the Arab world. What people buy online will probably increase by 300 percent in the next few years. That is because more and more people have smartphones, and because the government continues to invest in technology.

- 2 Answer the questions about the words in red in the text

- 1 What do you think the word *cash* means?
- 2 If you *invest* money, do you give money to something, or take money from someone?

- 3 Answer these questions

- 1 What percentage of people in Egypt do not keep their money in a bank?
- 2 What do people aged 18 to 24 like to spend their money on?
- 3 What does the article say that some businesses use the internet for?
- 4 Why do you think that there will be more online businesses in the future?
- 5 What does the article say that the government is spending money on to help us in the future?



1 Rewrite the sentences in the present perfect passive

1 People have given money for food and clothes to the children's charity.

The children's charity has been given money for food and clothes.

2 The students have answered all the questions.

3 They have taken the books back to the library.

4 Dina has made a cake for the family party.

5 They have opened a new bazaar near the tourist information centre.

2 Complete the sentences using conditionals with *could / couldn't / might* (more than one answer might be possible)

1 Let's go to the park. Perhaps we can play tennis there.

If we go to the park, *we could play tennis there.*

2 Why don't you go to the library? Perhaps you will find more information for the project.

If you go to the library,

3 We can't see the animals in the park at night. The park doesn't have lights.

If we visited the park at night,

4 Look at the new shop. Perhaps they have the shoes you are looking for.

If we went to the new shop, they

3 Listen and choose the correct answer

1 Basel went / didn't go on a school trip yesterday.

2 Basel has / hasn't been seen by the doctor yet.

3 There is no name / monument on the map.

4 No one knows / They know what the monuments are.

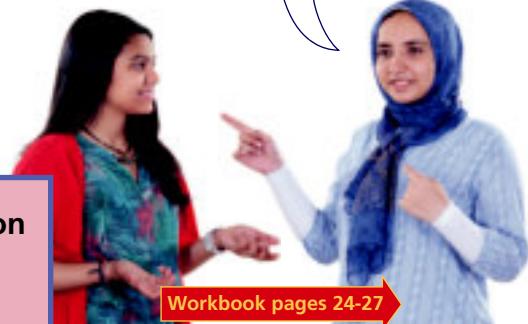
5 Basel agrees / disagrees that the map is old.

6 The map is from a game / of an ancient island.



4 Ask your partner three questions about a place that they like. Then tell the class what your partner asked you and what you replied

She asked me which was my favourite place. I said that it was the park.



5 Listen and underline the stressed syllables in these words. Then say the words

afternoon destination entertain information
invitation minaret referee scientific

Workbook pages 24-27

Lesson 1

1 Ask and answer

 Do you know any stories with a **moral** (a message that gives advice)?

2 Read two stories by the ancient Greek writer Aesop. What are the morals?

- 1 a Always prepare for the future.
b You must never relax.
- 2 a Do not kill animals.
b Do not want more than you need.

3 Which of the words in red in the text mean the following?

- 1 as much as is necessary *enough*
- 2 able to give good advice
- 3 happy
- 4 made of gold
- 5 wanting more money, food, etc, than you need
- 6 a common white water bird

4 Read again and choose the correct words

- 1 Grasshopper / *Ant* was planning for the future.
- 2 Ant knew it was hard to find food *that day* / *in the winter*.
- 3 The farmer wasn't sure if he should *keep* / *pick up* the egg.
- 4 The farmer soon became very *greedy* / *happy*.
- 5 He killed the goose *to get more eggs* / *because he didn't like it*.

OBJECTIVES

- **Grammar** The past perfect
- **Reading** Reading two stories with a moral
- **Listening** Listening and responding to news
- **Speaking** Responding to news
- **Writing** Writing a story with a moral

**1 The Ant and the Grasshopper**

It was summer and Ant was collecting food for the winter. **Grasshopper** looked very **content** as he sat in the sun. Grasshopper hadn't done any work all week.

"Don't be foolish," said Ant. "You know that it's hard to find food in winter. What could you do if you didn't have any food?"

"It's still summer!" said Grasshopper. "I refuse to think about winter yet!"

When the winter came, Ant had found **enough** food to eat until spring. Grasshopper remembered Ant's **wise** words, but he was very hungry.

2 The Goose and the Golden Eggs

One day, a farmer found that his **goose** had laid a yellow egg. When he picked it up, it was as heavy as metal and he thought it was bad. He decided to take it home, and he soon found out that the egg was made of gold! Every morning, the same thing happened. The farmer soon became very rich. He sold all the **golden** eggs at the market. However, the farmer soon became **greedy**. He thought that there must be a lot of golden eggs inside the goose, so he killed it. When he had killed the goose, he found that there were no eggs inside it.

Lesson 2



1 Underline the verbs in these sentences

- 1 Grasshopper hadn't done any work all week.
- 2 When the winter came, Ant had found enough food to eat.
- 3 A farmer found that his goose had laid a yellow egg.
- 4 When he had killed the goose, he found that there were no eggs inside it.

GRAMMAR BOX

The past perfect

- When we are talking about two events in the past, we use the past perfect to talk about the earlier of the two events. We use the past simple to talk about the later time:
I went to the park because I had finished my homework.
- The form of the past perfect is: *had + past participle* (for all subjects, singular and plural):
Jomana knew who my friend was because she had met her before.
I found my pen. I had left it in the classroom.
- The negative form is *had + not + past participle*:
We couldn't go to the concert because we hadn't booked tickets.
- We can start the sentence with either the past perfect or the past simple:
Before our teacher came to our school, she had taught in another school.
Our teacher had taught in another school before she came to our school.

2 Complete the sentences with the past perfect or the past simple of the verb in brackets

- 1 The lesson had already started (already start) when he arrived (arrive) in the classroom.
- 2 Reem (be) upset because her friend (not phone) her.
- 3 Nobody (know) about the site because everyone (forget) about it.
- 4 After we (visit) the museum, we (decide) to have lunch.
- 5 Fareeda (enjoy) visiting Sohag because she (never be) there before.

3 Say what you had / hadn't done by the following times

- 1 7 o'clock this morning
- 2 8.30 yesterday morning
- 3 3 o'clock yesterday afternoon
- 4 7 o'clock yesterday evening
- 5 10 o'clock last Saturday evening

It's 10 o'clock now.
By 7 o'clock, I had already got dressed.

I had got dressed too, but I hadn't eaten breakfast.



Workbook page 28

1 Choose the correct words to describe how each person feels



1 She is happy / unhappy for her friend.

2 They are sad / happy.

3 She is very surprised by / isn't surprised by the information.

4 She is worried / unkind.

2 Listen to Amir talking about a visit to a zoo. Choose the correct sentence when you hear a bell

- 1 Oh no! / How wonderful!
- 2 How wonderful! / How terrible!
- 3 Oh dear. / Really? I can't believe it
- 4 How wonderful! / Oh no!
- 5 Oh dear. / How wonderful!

3 Listen again and check your answers



4 Complete the sentences with your own ideas and respond to the news

- 1 I returned home late yesterday after ...
- 2 After I had done my homework, ...
- 3 I found the watch which I ...
- 4 I didn't go to the sports club until I ...

FUNCTIONS BOX

Responding to news

How wonderful!
Really? I can't believe it!
Oh dear!
Oh no!
How terrible!

I returned home late yesterday after I had seen someone fall into a canal.

Oh no! How terrible!



Internet search ➔

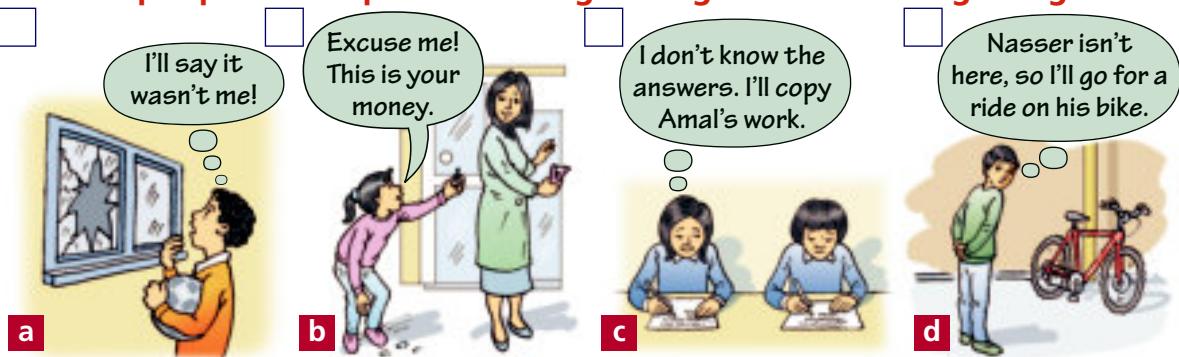
Scan this code to find out more about ants.

<https://goo.gl/FFMQY3>



Lesson 4

1 Are the people in the pictures doing the right or the wrong things?



2 Work in pairs to do the quiz



Do you always do the right thing?

1 What would you do if you found a bag that someone had left in the street?

- a** If there weren't any people nearby, I'd take it quickly.
- b** I'd never take the contents of anyone's bag. I'd look for the owner or give it to the police.

2 What would you do if you didn't know the answer in an exam?

- a** I'd copy the answers from the person next to me.
- b** I would guess and study a lot more before the next exam.

3 Would you borrow something that belonged to another person, without asking them?

- a** Yes, I would if I knew the person.
- b** No, I wouldn't.

4 If you broke a window during a game, what would you say?

- a** "I don't know who broke it. It wasn't me."
- b** "I'm sorry. Here is some money to repair it."



3 Did you answer mostly a or b? Read what the results say about you. Do you agree?

Mostly a

You should think more carefully about what you do. Sometimes you do foolish things.

Mostly b

Well done. You always try to do the right thing.

4 Work in pairs

1 Why is it important to try to do the right thing?

2 Write another question and two possible answers for the quiz. Then ask a different pair.

Workbook page 29

Now you can ...

- talk about morals

① Complete the sentences with these words

borrow
~~greedy~~
wise

- 1 Small children are sometimes *greedy* and want more sweets than they can eat.
- 2 If you want to your friend's laptop, you should ask first.
- 3 My grandmother is very She knows how to help most people who have a problem.

• use the past perfect

② Choose the correct verb

- 1 When Waleed *had arrived / arrived* at the airport, the plane *had already taken / already took off*.
- 2 Before Olivia *had visited / visited* Egypt, she *had never heard / didn't hear* Arabic before.
- 3 My mother *hadn't studied / didn't study* English before she *started / had started* her job at the bank.
- 4 We *hadn't eaten / didn't eat* in the restaurant because we *had eaten / ate* already.

• respond to news

③ Complete the dialogue

dear
really
terrible
~~wonderful~~

Ahmed: My uncle gave me a new watch for my birthday.

Medhat: How 1 *wonderful*!

Ahmed: Yes, but I was foolish. I broke it while I was playing football.

Medhat: 2? How 3! What did your uncle say?

Ahmed: He was very kind. He repaired it for me, but now it is a bit slow.

Medhat: Oh 4! It's a beautiful watch.



Dictionary skills

When the same word is used in different parts of speech, the stress is often on a different syllable. ' is put before the stress in a dictionary.

You look very **con'tent**! (adjective = happy)

Look at the '**contents** of the book. (noun = what is in something)

My uncle always **re'fuses** to smoke. (verb = not do something)

The farmer puts all the farm '**refuse** in a large bin. (noun = rubbish)

Workbook page 30

Animal life in the past

Lesson 1



1 Ask and answer

How many kinds of dinosaurs used to live on the earth?

OBJECTIVES

- **Grammar:** The third conditional
- **Reading:** Reading a website about dinosaurs
- **Listening:** Listening to a talk about life in the past
- **Speaking:** Giving dates and numbers you are not sure of
- **Writing:** Writing about an animal

2 Read the website and check your answer to exercise 1

Dinosaurs

Dinosaurs lived on earth for more than 150 million years. By studying fossils, scientists have worked out that dinosaurs died out about 65 million years ago. The fossils show that there were more than 700 kinds of dinosaurs. We also know that some of today's animals come from dinosaurs, such as lizards and birds.

Why did dinosaurs disappear? Scientists have suggested different ideas, for example, the weather became too hot or too cold, or the dinosaurs caught a terrible disease and died out. There are now some other theories. One theory is that there was a huge meteorite which hit the earth, or perhaps there were a lot of volcanoes. What would have happened if a huge meteorite had hit the earth? There would have been a lot of smoke and dust. What would have happened if a lot of volcanoes had erupted at the same time? There would have been lots of dust and gas in the atmosphere. Both these events would have stopped the sun shining on the earth for many years. The dinosaurs would have disappeared very quickly.

Some scientists think that the dinosaurs disappeared slowly. The earth was changing and some areas became cooler and drier. Perhaps the dinosaurs could not get the food that they needed. If scientists had been on earth 65 million years ago, they would have seen why the dinosaurs disappeared.

3 Which of the words in red mean the following?

- 1 a rock which comes from space **meteorite**
- 2 ideas we are not sure about
- 3 threw out smoke and fire
- 4 stopped living
- 5 animals that look like small crocodiles

4 Answer the questions

- 1 How do scientists know how long ago the dinosaurs lived?
- 2 Why would a meteorite have caused the end of the dinosaurs?
- 3 What happens to the atmosphere when a volcano erupts?

Lesson 2

1 Underline the verbs + *if* / *would* in these sentences

- 1 What would have happened if a huge meteorite had hit the earth?
- 2 What would have happened if a lot of volcanoes had erupted at the same time?
- 3 If scientists had been on earth 65 million years ago, they would have seen why the dinosaurs disappeared.



GRAMMAR BOX

The third conditional

- We use the third conditional to talk about events in the past which did not or might not have happened:
I didn't know the answer. If I had known the answer, I would have told you.
- We use *if* with the past perfect to talk about the action (condition) and *would / could / might have* + past participle to talk about the result:
If I had brought my camera, I would have taken a photo of you. (= but I didn't bring my camera)
- We can put the *if* half of the sentence first or second. If it is first, we always use a comma before the second half:
If you had come to my house, I would have made you a meal.
We wouldn't have seen that famous singer if we hadn't gone to the concert.

Note:

We use *could* for ability (and possibility). We use *might* for probability:

If he had been here yesterday, he could have helped me. = He had the ability to help me yesterday.

2 Make third conditional sentences for these situations

- 1 I didn't have much money, so I didn't buy that expensive toy.

If I had had more money, I would have bought that expensive toy.

- 2 I forgot my library card. I couldn't borrow a book.

- 3 I was tired. I didn't watch the documentary about dinosaurs.

- 4 Because my father drove me to school, I arrived on time.



3 Ask and answer

- 1 If it had been a holiday yesterday, what would you have done?
- 2 If you had found some money yesterday, what would you have done with it?
- 3 If you had gone to bed at 3 a.m., how would you have felt this morning?
- 4 If you hadn't understood the lesson, what would you have said to the teacher?

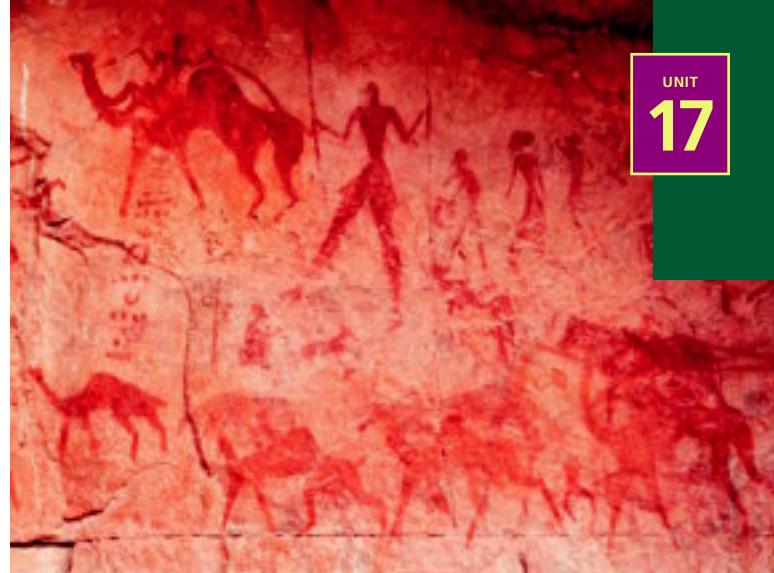


Lesson 3

1 Ask and answer

 1 Where do you think this picture was found, in a cave or in a river?

2 How old do you think it is, 80 or 8,000 years old?



2 Listen to a museum guide talking to some students. Check your answers to exercise 1

3 Listen again and complete the sentences

1 Dinosaurs did not live *at the same time as people.*

2 Scientists are not sure exactly



3 One of the most important times in history was when people learned to make things with

4 At the beginning of the Stone Age, people lived in

5 Farming began in North



6 People began to build huts to

4 Work in pairs. Ask and answer using expressions from the Functions box

1 when / dinosaurs / live?

About when did
dinosaurs live?

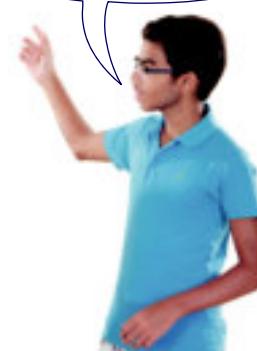
2 when / people / first live?

They lived about 65
million years ago.

3 when / people / begin farming?



4 when / Stone Age?



5 when / dinosaurs / die out?

FUNCTIONS BOX

Giving dates you are not sure of

(Dinosaurs lived) about 65 million years ago.

(We think that people first lived) maybe 250,000 years ago.

(I'm going to talk to you about some people who lived) almost 8,000 years ago.

In around 8,000 BCE, (people began farming in North Africa).

Internet search ➔

Scan this code to find out more about dinosaurs.

<https://goo.gl/n1HCKw>



Egyptian Knowledge Bank
مكتبة مصر للعلوم

Lesson 4

1 What do you know about these animals? Work in pairs and do the quiz

- 1 Which of the following can't hippos do?
a swim b walk c run
- 2 How many hours a day do some lions sleep for?
a 5 b 10 c 20
- 3 How long does a baby giraffe have to wait before it can run?
a one hour b 10 hours c two days
- 4 How fast can a zebra run?
a 20 kmh b 40 kmh c 65 kmh
- 5 When do crocodiles wait by rivers with their mouths open?
a when they're hot b when they're thirsty
c when they're hungry



2 Listen and check your answers to exercise 1

3 Count your correct answers, check your results and compare them with other students

3–4 correct: Good

5 correct: Great!

4

PROJECT

- 1 Scan this code to find out more about one of the following:

**lions giraffes
zebras crocodiles**



- 2 Find out:
 - where they live.
 - what they look like.
 - what they eat.
 - any other interesting information.
- 3 Make a poster, a PowerPoint presentation or a magazine article about them.

<https://goo.gl/8V9KK9>

Hippos live in Africa. They like water and spend about 16 hours a day in rivers or lakes. They live in big groups of 30 or more.

They are very large animals with big heads and small ears. They can weigh more than 4,000 kilos and are usually about 1.6 metres tall.

Hippos eat about 35 kilos of grass a day, and they also eat fruit. They walk for up to ten kilometres every night, which is when they look for things to eat.

Workbook page 32

Review

Now you can ...

- talk about animals from the past

1 Complete the text

~~die out~~ erupted meteorite theories volcanoes

Why did dinosaurs 1? There are different 2 Some scientists think that a 3 hit the earth or that there were many 4 which 5 , so there was no sunlight.

• use the third conditional

2 Match to make third conditional sentences

- 1 If I hadn't gone to the village on holiday,
- 2 If I had lived thousands of years ago,
- 3 If I hadn't seen the documentary,
- 4 If I had followed you into the cave,

- a I would have seen zebras and giraffes in Egypt.
- b I would have seen the drawings on the walls.
- c I wouldn't have seen so many beautiful birds.
- d I wouldn't have learned all about dinosaurs.

• talk about numbers you are not sure of

3 Answer the questions using the words in brackets

- 1 How many hours a day do hippos spend in rivers?
(almost)
- 2 How heavy are hippos? (about)
- 3 How much grass do hippos eat? (around)
- 4 How many kilometres do hippos walk every night? (I think/maybe)



Word building skills

Sometimes the noun form is the same as the verb, but sometimes you need to add a suffix.

verb	noun
cause	cause
hit	hit
begin	beginning
build	building

Workbook page 33

UNIT
18

Sea life

Lesson 1

1 Ask and answer



Where is Ras Mohammed and why do people go there?

2 Read this blog and check your answers to exercise 1

OBJECTIVES

- **Grammar:** First, second and third conditionals
- **Reading:** Reading a blog about diving
- **Listening:** Listening to a talk by a diving instructor
- **Speaking:** Showing relief and excitement
- **Writing:** Expanding notes into full sentences

The screenshot shows a web browser window with a dark background. In the center, the word "blog" is written in a large, blue, sans-serif font, with a wavy blue line underneath it. To the right of the word, several words are listed in red: "anywhere", "stingray", "shark", "dolphins", "rough", and "coral". The word "coral" is located near the bottom left of the word "blog".

3 Answer the questions

- 1 What would Khaled like to do every day?
- 2 Why is the Red Sea good for diving?
- 3 Why is the sea life so good around the coral?
- 4 What will you probably see at the bottom of the sea?
- 5 What can you see on his website?
- 6 What is special about Khaled's camera?



Lesson 2

1 Underline the verbs in these sentences. Then write if it is a first, second or third conditional

- 1 If I had more free time, I could go diving every day. **Second conditional**
- 2 If you dive in some parts of the world, the sea will be rough and cold.
- 3 If you didn't want to go diving, you could go snorkelling.
- 4 If you dive to the bottom, you will probably see a stingray.
- 5 If I hadn't taken my special camera, I wouldn't have taken any photos.

GRAMMAR BOX

First, second and third conditionals

- We use the first conditional to talk about situations that will probably happen:
If we go to the sports club tomorrow, we'll phone you.
- We use the second conditional to talk about situations that are either impossible or which might not happen:
If I was a small child, I would love that toy.
If I went to England, I would go to Cambridge.
- We use the third conditional to talk about events in the past which did not or might not have happened:
If my uncle had lived in England, he would have spoken very good English.
- We can also use *might* to talk about general possibility in all conditional sentences:
First conditional: *If I see Ali, I might ask him to help me with my homework.*
(*might* = *will perhaps*)
Second conditional: *If she was late for the train, she might take the bus.*
(*might* = *would perhaps*)
Third conditional: *If it hadn't rained yesterday, we might have gone to the beach.* (*might* = *would perhaps have*)

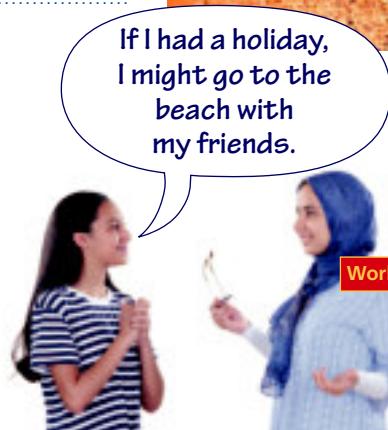
2 Complete the sentences to make first, second or third conditionals

- 1 If I go to the museum, our friends might be there.
- 2 If Haytham worked in a bakery,
- 3 If you go to the desert at night,
- 4 If I had lived by the sea when I was younger,



3 Ask and answer

- 1 If you had a holiday, what might you do?
- 2 If you go to the library this afternoon, which book will you borrow?
- 3 If there hadn't been any buses this morning, how would you have travelled to school?



If I had a holiday,
I might go to the
beach with
my friends.

Workbook page 34

Lesson 3

1 Ask and answer



- 1 What can you see in the pictures?
- 2 Which would you like to see if you went diving?
- 3 Which do you think are dangerous?



shark



turtle



stingray



wreck

2 Listen to a diving instructor speaking to some divers. What are they unlikely to see?

3 Listen again and answer the questions

- 1 Why isn't Samir with the group today?
- 2 What are the divers taking with them?
- 3 Where will the divers go if they see a shark?
- 4 What has been in Yolanda Reef for a long time?
- 5 What should the divers do to be careful?

4 Work in pairs

Student A: Choose an activity from below. Tell your partner about it.

Student B: Listen to your partner and show relief or excitement using expressions from the Functions box.

- 1 You can go to the beach tomorrow.
- 2 You thought you did badly in an exam, but you did well.
- 3 Grandma tells you that your friend can come to the family party on Saturday.
- 4 The news said that a bad storm is coming, but now they say it has moved away.



FUNCTIONS BOX

Showing relief

Phew!
What a relief!
Thank goodness for that!

Showing excitement

Great!
I can't wait!
I'm looking forward to that.

Internet search ➔

Scan this code to find out more about sea life in the Red Sea.

<https://goo.gl/eMqXdC>



Lesson 4

THE RED SEA



The Red Sea is one of the warmest seas in the world. For this reason, hundreds of fish and animals live there. In fact, if we didn't have the Red Sea, the world would have 20 percent fewer kinds of fish.

- One of the special kinds of fish that live in the Red Sea is the **sailfish**. This is the fastest fish in the world. It can jump out of the water at 110 kmh.
- Stingrays also live in the Red Sea. They live in groups of five or six and usually stay at the bottom of the sea. They like it there because other fish can't see them.



- There are also more than 40 kinds of sharks. Some of these are up to three metres long, but not all of them are dangerous. You may be surprised to know that some coral can be more dangerous! Divers need to be careful of fire coral. It is called this because if you touch it, it will burn you.
- Larger animals also live in the Red Sea. **Green turtles** grow to about 1.5 metres long and live for 23 years or more. If they are in water, they can swim at about 55 kilometres an hour, but they are very slow when they walk on beaches. They usually only visit beaches every two to four years, when they are ready to lay eggs. A mother turtle can lay up to 200 eggs in the **sand**.



1 Complete the sentences

- If we didn't have the Red Sea, the world
- If you touch fire coral, it
- If green turtles are in water, they

2 Answer the questions

- Why do so many birds and animals live in the Red Sea?
- Why do stingrays usually stay at the bottom of the sea?
- How big are some sharks in the Red Sea?
- Why and when do green turtles visit beaches?



3

CRITICAL THINKING

Do you think we should protect the sea life in the Red Sea? Why? / Why not?



Workbook page 35

Now you can ...

- talk about sea life

1 Complete the sentences

coral
instructor
~~**stingray**~~
wreck

- 1 That big, flat fish is a stingray.
- 2 We did not know where to dive before the helped us.
- 3 When they were diving, they saw and the of an old boat.



- use first, second and third conditionals

2 Complete the sentences with the correct form of the verbs in brackets

- 1 If the weather is good today, we will go (go) snorkelling.
- 2 If Amr had visited his cousins in Australia last year, he (visit) Sydney.
- 3 If you fell off that wall, you (hurt) yourself.
- 4 If Sara wins the race, she (be) very happy.

- show relief or excitement

3 Complete the dialogues

great
Phew!
relief
wait

- 1 **Mother:** We're not going shopping today.
Sami: Phew! I don't like shopping.
- 2 **Hala:** We're going swimming this afternoon.
Mona: I can't !
- 3 **Tamer:** Ali fell off a wall, but he isn't hurt.
Mother: What a !
- 4 **Teacher:** You've all passed your speaking tests.
Sami: ! I'm very happy to hear that!



Writing skills

**When we take notes, we do not write full sentences.
We write the important words only.**

Mariam went to the doctor at 10 o'clock in the morning.

= **Mariam → doctor 10 a.m.**

If it is calm on Saturday, we could go diving near the island.

= **If calm Saturday, diving near island**

Workbook page 36

Review F

Lesson 1

- 1 Read the magazine article about animals in danger. What might happen if we don't help these animals?

Animals in danger

Some of the most beautiful animals on our planet are in danger or have died out. Here, we look at three of them.

River dolphin

The river dolphin is from China. This animal was already in danger in 1996: there were not many of them in China's rivers. In 2006, scientists couldn't find any. They might have all died out.

The western black rhino



Rhinos look like some dinosaurs, but the first rhinos lived after the dinosaurs had died out. They are the second largest land animals and many live in Africa. The western black rhinos could run very fast, but many rhinos were killed for sport. If people had not killed them, there would still have been rhinos in Africa. The last western black rhino was seen in 2003.

Coral

Coral is made of very small animals. A lot of our coral is in danger of disappearing. We don't have as much coral as we did in the past and some kinds of stingray and many fish have died out because of this. Coral is in danger because there is more pollution in the sea and the sea water is becoming warmer. If the coral disappears, more sea life might also disappear.



2 Answer the questions

1 Why do scientists think that the river dolphin might have become extinct?

.....

2 What animals do rhinos look like?

.....

3 What happened in 2003?

.....

4 Why is coral in danger?

.....

5 What will happen if coral disappears?

3 Complete the sentences

cool die out rough

1 If we don't protect pandas, they will

2 Take a coat because it will feel at night in the desert.

3 I don't like going on boats when the sea is



1 Read and correct the mistakes in these sentences

- 1 If I haven't helped my mother with the washing up, she would have been tired.
If I hadn't helped my mother with the washing up, she would have been tired.
- 2 If you went diving, you would saw amazing sea life.
- 3 If I had forgot your book, you could have borrowed mine.
- 4 If we hadn't gone to the park, we wouldn't saw the children playing.



2 Complete the sentences with the past simple or the past perfect of the verb in brackets

- 1 Fareeda *had just opened* (just open) the door when the phone rang.
- 2 I read the letter after I (*finish*) my homework.
- 3 We (*watch*) the DVD after we had had dinner.
- 4 Fady and Maher (*play*) football last night.
- 5 Ola (*never see*) an elephant before she went to Africa.

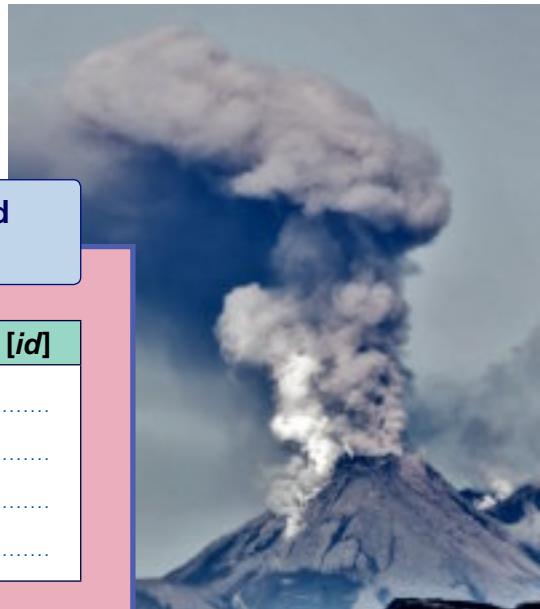
3 Listen to Salma and Mona. Are these sentences true (T) or false (F)?

- 1 F Mona was in an accident.
- 2 Mona read about a volcano in a science magazine.
- 3 Many blogs have false information.
- 4 There's a park for animals in danger of dying out.
- 5 Salma wants to help a children's hospital.
- 6 They are going to call only one of the places.

4 Listen and put each word in the correct box

**argued borrowed erupted invented
planted polluted surprised**

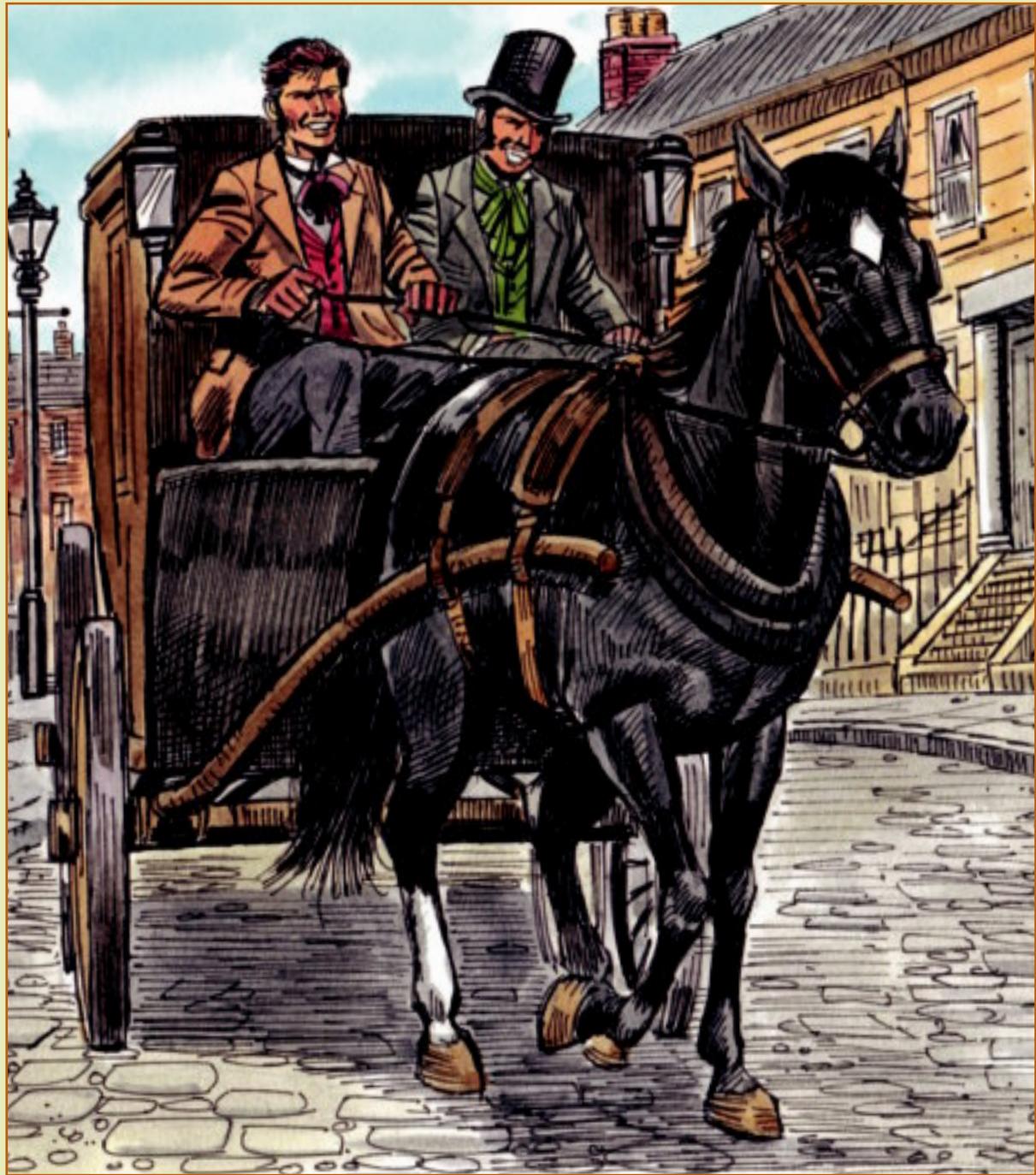
-d or -ed sounds like [d]	-d or -ed sounds like [ɪd]
<i>argued</i>	<i>invented</i>



Workbook page 37-40

Black Beauty

by
Anna Sewell



Black Beauty

Characters

People



Squire Gordon

The first owner who Black Beauty works for



Joe Green

The boy who works for Squire Gordon



Earl Smythe

A rich man who buys Black Beauty from Squire Gordon



Lady Smythe

Earl Smythe's wife



Lady Anne

Earl Symthe's daughter



York

A man who works for Earl Symthe



Mr Barry

A businessman and Black Beauty's owner in Bath



Filcher

Mr Barry's helper



Jerry Barker

A kind taxi driver in London



Polly

Jerry's wife



Harry and Dolly

Jerry's children





Mrs Fowler

A wealthy woman who has a house in the country



Skinner

A taxi driver who buys Black Beauty



Mr Thoroughgood

An old farmer



Willie

Mr Thoroughgood's grandson



Miss Blomefield

A woman who lives in the country with her two sisters

Horses



Black Beauty

The black horse who tells the story



Ginger

Black Beauty's friend, who has had a difficult past



Lizzie

A young horse at Earlshall Park



Captain

The horse who works with Black Beauty, driving taxis

Chapter 4 New owners

Before you read

- What problems do you think Black Beauty could have while he is working at Earlshall Hall?

Earl Smythe's house at Earlshall Park was much bigger than Birtwick Park and more modern. The Earl's daughter, Lady Anne, liked to ride me around the park with her brother or cousins. I enjoyed these rides, which were sometimes with Ginger and sometimes with another young horse called Lizzie.

I was a popular horse with Earl Smythe's wife as well as his daughter, but Lady Smythe always used me to pull carriages. She liked the latest **fashions**, and one of these was for horses to use special **reins**. These kept the horses' heads high in the air all the time while they were pulling the carriages.

"How wonderful they look!" the Lady said when she saw Ginger and me with our heads held high. But the reins were very uncomfortable and it was almost impossible to pull the carriage up a hill when you could not put your head down.

"If they do not **tighten** the reins more, I will do what they ask me," said Ginger. "I can see that this is a good home and that they are good people. But if they tighten them any more, there will be trouble."



I did not like these reins at all, but Ginger and I continued to work hard. However, every day, they tightened the reins a little more. One day, we were both in a carriage together. The Lady decided that she wanted the reins to hold our heads up even higher. I could see that Ginger was not happy. Before the man could tighten the reins, Ginger began to kick so hard that she fell to the ground. I fell too, and we both had to be cut from the carriage as soon as possible.

We were both hurt after the fall and we were taken home. Earl Smythe's helper, York, was angry about the special reins, but there was nothing he could do to stop Lady Smythe's love of fashion. He washed our **wounds** with hot water and it took a long time before we **recovered**.

Ginger and I were put in a field to recover, but my knees were badly damaged. We were not well enough to run as we used to do, so we spent a lot of time **chatting**. Then one day, the Earl came to see us with York.

"I spent good money on these horses," he said, "but if they cannot pull a carriage, we must sell them."

"I know a man in Bath who needs a good horse," said York. "He looks after his horses well."

"You should write to him, York," said the Earl. "We can still get good money for Black Beauty. I'm not so sure about Ginger."

A week later, I was taken away from the field and said a quick goodbye



to Ginger. I was taken on a train to the town of Bath. It was my first journey on a train, but the **experience** was not a bad one.

My new owner lived in a small house in the town, and he had many horses. People could **hire** the horses for a day. This meant that many of them were not good drivers. I was a gentle horse, so my new owner often let bad drivers take me because he knew I would behave well.

Some of these riders pulled the reins so hard that it hurt my mouth. Some did not use the reins at all, so that I did not know what to do. Others did not understand that a horse cannot work when it has a stone in its foot. One driver **complained** that he had hired a bad horse because I could not walk very fast. The stone in my foot was very **painful** and it was very difficult for me to get home again.

However, there were also good drivers in Bath. One of these liked me





so much that he asked my owner if his friend could buy me, and soon I had another new owner. His name was Mr Barry. He was a businessman who had little exercise and his doctor advised him to ride a horse to keep him healthy. He had a helper called Filcher to look after me and bought me the best food he could find. Filcher was good to me and for a time I was happy. I did not know then that my life was not going to be happy for long.

Filcher began to give me less food each week and I became hungry. I had less energy and started to feel **exhausted** all the time. When Mr Barry visited a farmer friend in the country, the friend said, "Your horse does not look the same. Has it been ill?"

"No, but Filcher told me that horses often have less energy in the autumn and that it's nothing to worry about," Mr Barry replied.

"That's not true!" cried the farmer. "If you buy good food for this horse, then it isn't eating it. Something else is! I suggest that you give this horse some good food for the next few weeks! And I advise you to watch your helper. There are some men who will steal food even from an animal."

Of course I knew what happened to my food. Filcher put most of it into a basket and took it home. His family kept rabbits which they sold at the market, and my food was given to them. Mr Barry called the police after this, and they later **arrested** Filcher. This experience made Mr Barry feel bad, and he decided to sell me.

I was taken to a market for horses. There were horses there of all shapes



Jerry Barker

and sizes; some were tall and strong, others were old and sick. It worried me to see some of the horses who looked very thin. Would I be like that one day?

I stood with three other strong-looking horses and many people came to look at us. The men who thought about buying me opened my mouth, looked in my eyes and felt my skin. Many of them saw that my knees were damaged and some were **rough** with me. There was one man, however, who felt my legs gently and spoke softly. I liked him and hoped he would buy me.

"I think we'll be good for each other," he said. He **paid** twenty-four pounds and I had another new owner.

Chapter 5 The life of a taxi driver

Before you read

- What do you think life was like for a horse that pulled taxis in London at this time?

My new owner gave me food before he rode me for many kilometres towards London. It was getting dark and the lights were on in the streets when we arrived in the big city. There were streets to the left and streets to the right and I thought we would never arrive. Finally, however, my owner gave a call and a door opened in a small house. A woman and two children ran out.

“Is he gentle, father?” called the girl.

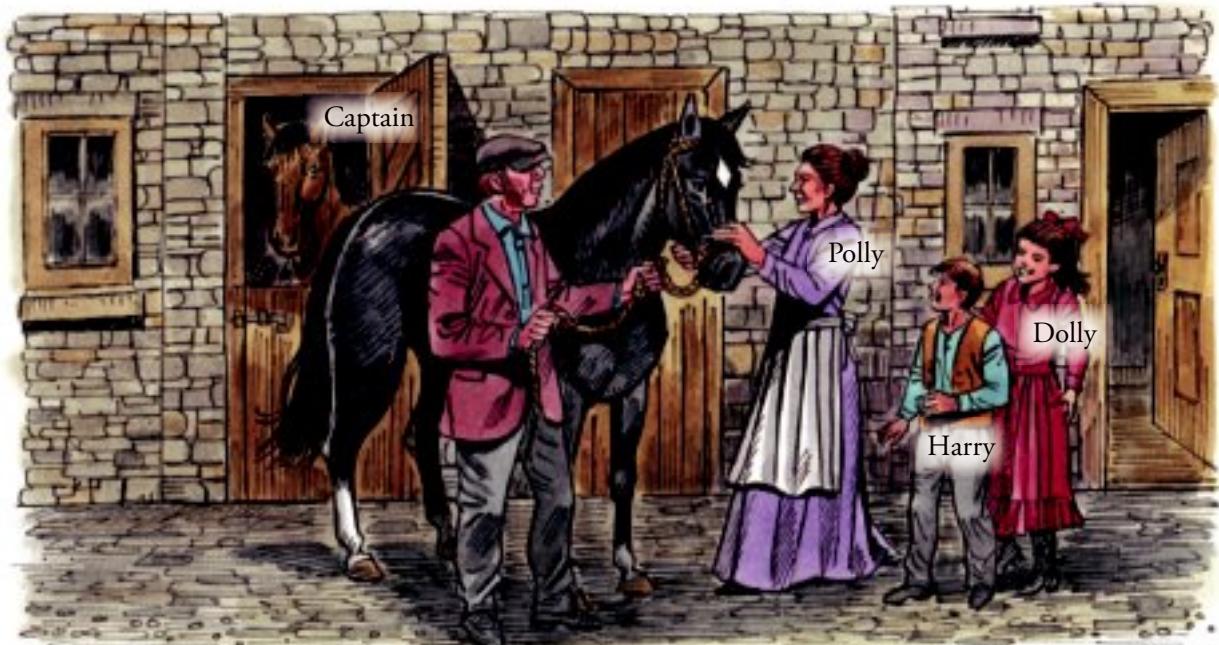
“Yes, he’s as gentle as you are. Come and say hello!” he said.

“Let me get him some food and water,” said the woman, and I was taken into a comfortable stable.

“I think I’ll be happy here,” I thought.

My new owners were called Jerry and Polly, and their children were Harry and Dolly, who were aged eight and twelve. They were all very happy people.

Jerry owned a taxi carriage and another horse called Captain. The next day, Captain went out with the taxi carriage in the morning, then it was my turn in the afternoon.



Jerry was a very good driver and was very kind to me. He took me to a wide street where there were big houses and shops filled with food. There were many other taxis outside the shops, waiting for passengers. The other drivers said hello to Jerry and then came to look at me.

"He's too handsome to pull a taxi!" said one.

"Well," said Jerry, "I'll soon find out, won't I?"

Then the owner of the taxi business came over, a tall man called Mr Grant. He studied me as if he wanted to buy me, then he said, "He's a good horse. He will do well for you, Jerry."

The first few days of pulling a taxi were difficult. I did not find it easy in London. There was so much noise and so many people. It was difficult to find my way between all the other carriages, but **in time**, I began to **trust** Jerry and I stopped worrying. At the end of the day, I was given good food and fresh water. Harry always helped to look after me and worked as hard as a much older boy, and Polly and Dolly also came to see me often. Jerry was the best owner I have had.

Jerry was always kind to me, but he was not always happy with his



passengers. One day, two young men came out of a hotel and called him over.

"Hey, taxi driver. We're late for our train. Go as quickly as you can so we can catch the one o'clock train. We will give you an extra pound," said one of them.

"I will take you, but only at our usual **speed**," said Jerry.

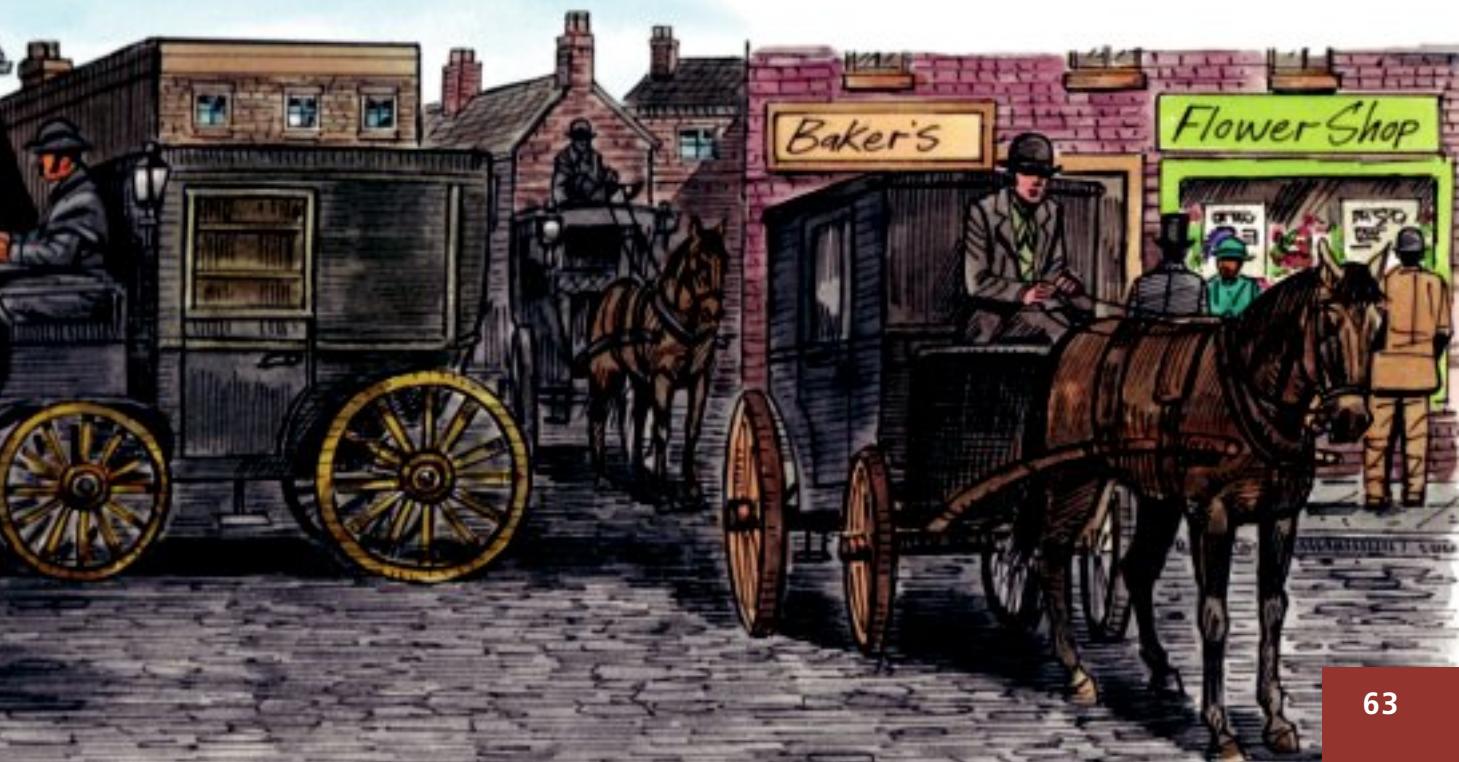
Another taxi driver heard him and called out, "I'll go fast for you! He won't go fast because he loves his horse!"

The men laughed and jumped into the other taxi.

"I must always think about my horse," said Jerry. "A pound won't help if it makes my horse too tired to take other passengers for the rest of the day."

Jerry was a very good driver and with a light pull of the reins he drove me carefully among the carriages, horses, people and taxis that filled the streets, some going one way, some the other. I always felt safe because I trusted Jerry.

Holidays were not **common** for taxi drivers. Many of the taxi drivers did not own their horses, but hired them each day. That meant they had to work very long hours without a rest to get enough money. Some of them were not like Jerry and always had to work for seven days a week. **I felt sorry for** both the horses and their drivers.





Ginger

One day, a carriage arrived outside a park where we were waiting to take a family home. The horse that pulled the carriage looked very thin and very old. She had sad eyes, which looked at me carefully.

“Black Beauty?” she said quietly, and then coughed. It was Ginger!

Ginger looked so very different. She told me about her life since we lived at Earlshall Park. First, a **wealthy** man bought her, but she was not able to run very fast after her fall and she was soon sold again. She had many new owners, each one paying a little less money for her.

“Then I was bought by a man who has many horses, and hires them to men who need them for taxi carriages,” she continued. “But I’m not strong enough for this work. The men hit me hard when they want me to go faster. I work every day, without any break.”

“You usually kick people who aren’t good to you!” I **reminded** her.

“I’m not strong enough to do that now,” she said. “Men are always stronger than me. If they can get me to work longer hours for more money, they will. I know life is difficult for them, too. They always think about their families before they worry about their horses.”

At that moment, a man came up to her and began to drive her away.

“Goodbye, Black Beauty,” she said. “You’ve always been my best friend.”

I never saw poor Ginger again.

I worked hard for Jerry all year. It was not easy work, but I enjoyed helping people. One day, we saw a poor woman in the street. She was carrying her small son.

"Please, Sir, how do I get to the hospital? My son's ill and I do not know London."

"It is five kilometres," said Jerry. "You cannot carry your son that far. I'll take you. You don't have to pay me." The woman was very pleased, but before she could get into the taxi, two men jumped up in front of her.

"Take us to Regent Street!" called one of them.

"This woman is taking the taxi," said Jerry.

"Our trip is important. We were first in the taxi. She can wait."

Jerry looked at the men and then said, "You can stay in the taxi as long as you want. I can wait while you rest yourselves." Then he turned to the poor woman and said, "Don't worry, they'll soon be gone."

Jerry was right. Soon the men angrily got out of the taxi and walked off down the road. Jerry then helped the woman into the taxi.

We left the woman and her son at the hospital and as we were leaving, a wealthy-looking woman called us over.

"Jerry Barker! Is it you? I'm pleased to find you here because it's difficult to find a taxi in this part of London."



Chapter 6 My final home

Before you read

- Jerry did not work at weekends. What do you think would happen to Black Beauty if he had to work for seven days a week?

Jerry knew the woman, Mrs Fowler, who was always very kind. When we arrived outside her house, she said to Jerry: "If ever you have any problems, tell me. I can always find work for a good driver, and I know you are one of the best."

There were problems in Jerry's life.

Winter came and soon there was a holiday for New Year. However, there was no holiday for the taxi drivers. We had a lot of work to do taking people from house to house. One evening, Jerry was asked to take home a rich man from a large house in the west of London. He was asked to wait outside the house until the man was ready. It was very cold and there was snow in the air. We waited for more than an hour before the man finally came outside. He did not **apologise** and was angry when he had to give Jerry money for the time he waited outside in the street. This man changed our lives **forever**.

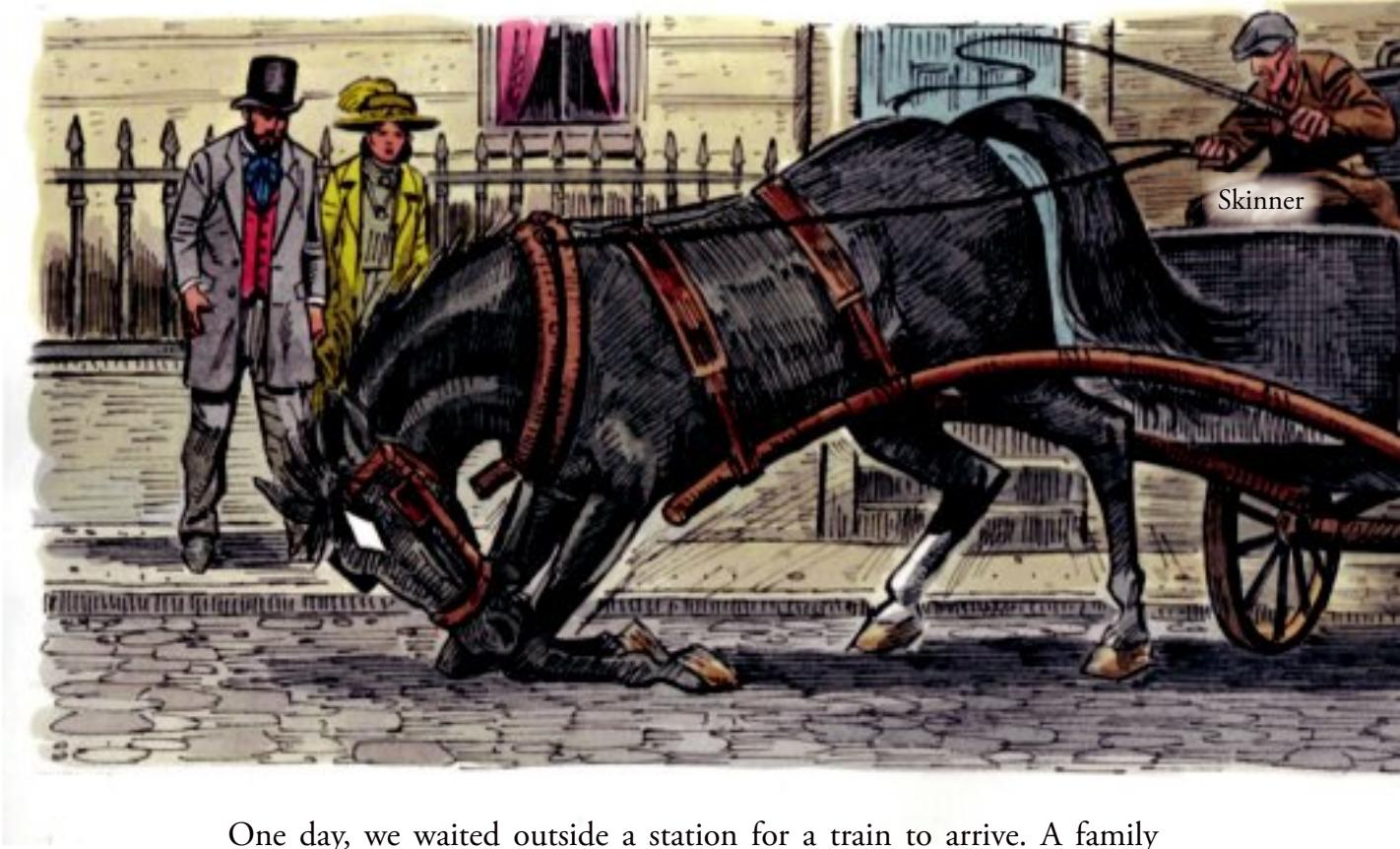


When we finally arrived home that night, I was very cold and tired, but Jerry was worse. He coughed all the time. The next day, Harry came to feed me but I was not put in the carriage. The same happened for two more days. I knew Jerry was very ill.

Jerry slowly recovered, but the doctor told him not to drive taxis any more if he wanted to stay healthy. So Polly wrote to Mrs Fowler and asked if she had any work for Jerry. A few days later, Mrs Fowler wrote back. She wanted Jerry to work for her and said that the family could move to a small **cottage** near her house. This was very good news for the family, but bad news for me. I knew that they would sell me, and I was becoming old. Would I ever have such a happy home again?

I was sold to another taxi driver called Skinner. I am sure that this was the same man who made Ginger so weak and sad. We worked seven days a week and I never had a good rest or enough to eat.





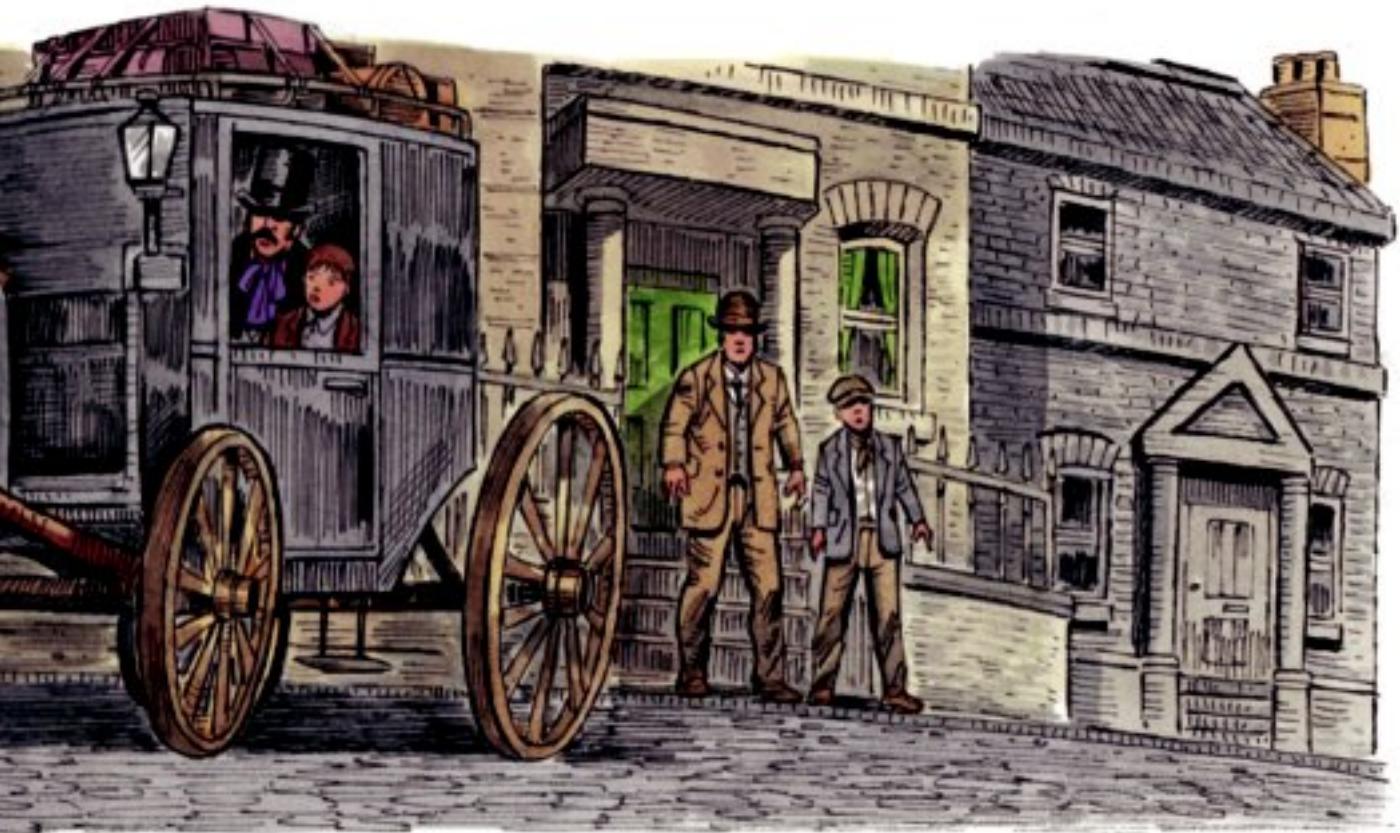
One day, we waited outside a station for a train to arrive. A family of four asked Skinner to take them home with all their **luggage**. The daughter **peered** at me and said, "I don't think this poor horse can carry us and all our bags. He looks very weak."

"He'll be fine!" cried Skinner. "Don't worry about him."

I tried to pull the carriage as fast as I could, but I was weak because I was given no breakfast. I wanted to go quickly but when we started to climb a hill, I knew that I did not have enough energy. I thought that I could not breathe and suddenly fell onto the ground. I could not move and I was sure that I was going to die.

After some time, someone gave me water and I slowly stood up. I was taken inside and given some food. A vet came to look at me and told Skinner that I needed good food and rest, but Skinner said that I was no good if I couldn't work. He decided to sell me. When I was well enough to travel, I was taken to another market for horses outside London.

Once again I was with horses of all ages and sizes. This time I was put with the horses that were old or ill-looking. I did not think anyone would want to buy me now. The people who looked at me were also very poor and wanted to buy a horse for as little money as possible.



However, not all of the men were poor. An old farmer with a kind face and his grandson stopped to look at me.

"This one looks kind and intelligent," said the boy. "Can we buy him?"

"He's old," said the farmer. "I'm sure he used to be a good horse, but there's not much he can do now."

"He's not as old as he looks," said the man who took me to the market. "He was used for driving taxis and became ill. With a little rest, he'll be a good horse again."

The farmer thought for a time, then decided to buy me. His grandson was **delighted**.

My new owner was called Mr Thoroughgood. He took me to a large field and I was given good food every day. The grandson, Willie, looked after me very well. When spring came, I felt strong again and they let me pull a small carriage.

"I'm pleased we bought this one," said Mr Thoroughgood. "He's a good horse and not old at all!"

The old farmer wanted to find me a place where I could work, and took me to the home of Miss Blomefield. She lived with her two sisters.

"We need a new horse," she said, "but this one does not look very well. Look at his knees!"

"He has had a difficult past, I'm sure," said the farmer. "But you won't find a better horse than this. Try him. If you don't like him, I'll take him back."

In the morning, a young man came to take me to their home. He looked at me.

"He has a white foot and a white star on his **forehead**, like Black Beauty," he said. "**Gosh**, I think it is Black Beauty! Do you remember me? I'm Joe Green, the boy who made you ill!"

I remembered the small boy, not this tall, strong man, but I knew it was Joe and I was happy to see him again.

"I can see that not everyone has **treated** you well," he said. "But you're a good horse. We should keep you, **that's for sure**."

Joe told the women that I was once Squire Gordon's favourite horse, and when they took me for a drive, I knew they were pleased with me.

I have lived in this happy place for a year. Joe is now very good at looking after me. My work is easy and I feel strong and healthy again. So here my story ends. My troubles are over.



Chapter 4 New owners

1 Choose the correct definitions from a, b, c or d

1 **wounds**

a rides

b horses' heads

c places on your body where you have been cut or hurt d carriages

2 **fashion**

a hair, clothes, behaviour, etc. that is popular

b a type of food

c trouble

d a type of road

3 **reins**

a rope on a horse's head that is used to control it

b types of hat

c horses' knees

d stones in a horse's shoe

4 **tighten**

a make something longer

b make something fit very closely

c make something more beautiful

d make something hurt

5 **complain**

a walk quickly

b talk about simple things

c fall to the ground

d say that you are not happy about something

6 **exhausted**

a very tired

b better after an illness

c hungry

d damaged

7 **arrest**

a keep someone happy

b keep someone in jail

c give someone a test

d give someone food

8 **rough**

a hard working

b not gentle

c loud

d unhappy

2 Read the quotation and answer the questions

"I suggest that you give this horse some good food for the next few weeks! And I advise you to watch your helper. There are some men who will steal food even from an animal."

1 What happened to Black Beauty's food?

2 Why did Mr Barry sell Black Beauty?

3 Why is it important to look after working animals carefully?

3 Put the events in the correct order

- a Ginger began to kick in the carriage.
- b 1 Black Beauty and Ginger moved to Earlshall Park.
- c Many different people hired Black Beauty each day.
- d Black Beauty went by train to a new town.
- e Lady Smythe decided that the horses' heads should be higher.
- f Black Beauty and Ginger had to be cut from the carriage.
- g A businessman called Mr Barry bought Black Beauty.
- h Lady Smythe made them wear uncomfortable reins.
- i Black Beauty became tired and hungry because he didn't have enough food.



4 Match column A with column B

A

- 1 Earlshall Park
- 2 Lady Anne
- 3 Lady Smythe
- 4 Ginger
- 5 York
- 6 Black Beauty
- 7 Mr Barry
- 8 Filcher

B

- a gave Black Beauty less food each week.
- b knew a man in Bath who wanted a new horse.
- c was much bigger than Birtwick Park.
- d was not happy when they tightened her reins.
- e rode a horse to keep him healthy.
- f liked to ride Black Beauty around the park.
- g travelled to Bath on a train.
- h liked her horses to use special reins.

5 Answer the following questions

1 What happened to Black Beauty and Ginger after Ginger began to kick?

2 Why did the Earl decide to sell the horses?

3 Do you think that Black Beauty was angry with Ginger after the accident?
Why? / Why not?

4 Why did Mr Barry's doctor advise him to ride a horse?

5 Do you think Filcher deserved to be arrested? Why / Why not?

Chapter 5

The life of a taxi driver

1 Match the words and the definitions

- | | |
|--|--|
| 1 <input checked="" type="checkbox"/> remind | a having a lot of money |
| 2 <input type="checkbox"/> common | b make someone remember |
| 3 <input type="checkbox"/> wealthy | c eventually, after some time |
| 4 <input type="checkbox"/> in time | d believe that someone is good and will not hurt you |
| 5 <input type="checkbox"/> trust | e usual; happening often |

2 Are these sentences true (T) or false (F)?

- 1 Black Beauty's new owner is an unkind, rough man.
- 2 Jerry and his family live in London.
- 3 Captain pulls the taxi carriage in the morning, before Black Beauty.
- 4 Jerry is not rich, but he seems very happy.
- 5 Black Beauty found it easy to travel around London.
- 6 Taxi drivers had a lot of holidays.
- 7 Ginger looked thin and old when Black Beauty met her in London.
- 8 Jerry helped a poor woman and her son.

3 Answer the following questions

1 How do we know that Jerry cares about horses?

2 What did Harry and Dolly do to help look after Black Beauty?

3 What did Black Beauty find difficult about living in London?

4 How easy do you think it was for people to travel around London at this time?

5 Why didn't Jerry go fast for the passengers who wanted to catch a train?

4 Match column A with column B

A

- 1 Harry
- 2 Captain
- 3 Mr Grant
- 4 Ginger

B

- a did not feel strong enough to work well.
- b was the owner of a taxi business.
- c went out with the taxi carriage in the morning.
- d was Jerry's son.

5 Put the events in the correct order

- a Two men got into Jerry's taxi in front of the poor woman.
- b A poor woman asked Jerry how to find the hospital.
- c Black Beauty met Ginger outside a park.
- d Jerry and Black Beauty took the poor woman to the hospital.
- e Ginger told Black Beauty about her difficult life.
- f The two men angrily got out of the taxi and walked off.
- g A wealthy-looking woman was pleased to find Jerry and his taxi.



6 Read the quotation and answer the questions

"He's too handsome to pull a taxi!"

- 1 Why do you think that one of the taxi drivers says this to Jerry when he sees Black Beauty for the first time?

- 2 Why did Black Beauty feel sorry for some of the taxi drivers and their horses?

Chapter 6

My final home

1 Complete the sentences with these words from the story

apologise forever cottage luggage delighted

- 1 The family took a lot of *luggage*..... on the train. They had five large bags.
- 2 The boy was when his father gave him a new book.
- 3 The old lady lived in a small in the country.
- 4 I broke your pen, so I'd like to I'm sorry.
- 5 It was an amazing holiday. I will remember it !

2 Match column A with column B

A

- 1 Mrs Fowler
- 2 Jerry and Black Beauty
- 3 A rich man
- 4 Jerry
- 5 Black Beauty
- 6 Skinner
- 7 Mr Thoroughgood and his grandson

B

- a became ill because he got so cold and tired.
- b decided to sell Black Beauty at the market.
- c fell down because he did not have enough energy to pull the carriage up the hill.
- d were very pleased with Black Beauty.
- e could find work for Jerry.
- f worked hard at New Year because there was no holiday for taxi drivers.
- g made Jerry and Black Beauty wait for more than an hour.

3 Read the quotation and answer the questions

A vet came to look at me and told Skinner that I needed good food and rest, but Skinner said that I was no good if I couldn't work.

- 1 Why do you think that Skinner makes Black Beauty work so hard?

.....

.....

- 2 At the station, do you think that Skinner knew that Black Beauty was too weak to carry the family and their bags? Why? / Why not?

.....

.....

4 Are these sentences true (T) or false (F)?

- 1 When Jerry was ill, Harry took Black Beauty out in the carriage.
- 2 Mrs Fowler wrote to Polly to ask if Jerry wanted a job.
- 3 Jerry and his family moved to a small house near Mrs Fowler's.
- 4 Black Beauty thought that Skinner was also Ginger's owner.
- 5 Black Beauty could easily carry the family of four and their luggage.
- 6 A vet told Skinner that Black Beauty could never work again.
- 7 At first, the farmer did not want to buy Black Beauty because he looked old.

5 Put the events in the correct order

- a Joe Green remembered Black Beauty from when he was a boy.
- b Black Beauty recovered after a rest in a large field.
- c Black Beauty worked for Miss Blomefield and her sisters.
- d Joe Green told the women about Black Beauty.
- e Black Beauty's troubles were over.
- f Mr Thoroughgood showed Black Beauty to Miss Blomefield.

6 Answer the following questions

- 1 Why do you think that the rich man did not apologise to Jerry when he had to wait for him in the cold?
.....
.....
- 2 Do you think that the man should pay Jerry for the time he waited outside the house? Why? / Why not?
.....
.....
- 3 Why wasn't Black Beauty put into a carriage for two days?
.....
.....
- 4 Why did a vet look at Black Beauty?
.....
.....

7 Did you enjoy *Black Beauty*? What was your favourite part of the story? Did you learn anything from the story? Write a paragraph

Black Beauty Glossary

Chapter 4

arrest	when the police take someone away because they have done something bad
chat	talk in a friendly and informal way
complain	say that you are not happy about something
exhausted	very tired
experience (n)	something that happens to you and has an affect on how you feel
fashion	the style of clothes, hair, etc. that is popular at a particular time
hire	pay money to borrow something for a short time
painful	making you feel hurt or pain
pay/paid	give/gave someone money for something that you are buying from them or for work they have done
recover	get better after an illness, injury, etc.
reins	a long piece of leather that goes round a horse's head to control it
rough	using too much strength or violence
tighten	make something fit more closely
wound (n)	an injury, usually a deep cut in the skin

Chapter 5

common	happening often
feel sorry for	feel sadness for someone who has a problem
in time	eventually
remind	make someone remember something that they must do
speed	how fast something moves or travels
trust (v)	believe that someone is honest and will not hurt or be unkind to you
wealthy	having a lot of money, land, etc.

Chapter 6

apologise	say that you are sorry about something that you have done or said
cottage	a small house, usually in the country
delighted	very pleased and excited about something
forehead	the part of your head above your eyes
forever	for all future time
gosh	something you say when you are surprised
luggage	the bags, etc. that you carry when you are travelling
peer (v)	look very carefully, often because you cannot see something very well
that's for sure	an expression to emphasise that something is true
treat (v)	behave towards someone in a particular way



Word list

a

addicted 11
addiction 11
advertise 15
advertisement 15
advice 15
advise 12
air conditioning 10
angry 11
ant 16
anything 13
anywhere 18
around (about) 13
arrange 15
astronomer 13
astronomy 13

b

begin 17
beginning (n) 17
book (v) 10
borrow 16
both 17
break down 12
building (n) 12

c

carriage (train) 10
cash Rev E
class (first) 10
clay 17
content (adj) 16
content (n) 16
cool 17
coral 18
cough (v) 11
cycle 12

d

degrees (temperature) 13
development 15
die out 17
dinosaur 17
dolphin 18
dome 14
dust 17

e

economy (class) 10
electrician 12
enough 16
erupt 17
especially 12
exactly 17
excitement 18
explain 13
express (train) 10
extremely 12

f

farming 12
ferry 10
fountain 14
freezing 13

g

gallery 15
general 12
go on (continue) 15
golden 16
goodness (thank) 18
goose 16
grade (n) 12
graduate (v) 12
grasshopper 16

Greece 14

greedy 16

h

hanging (adj) 14
hippo 17
hut 17

i

industry 12
instructor 18
invest Rev E

j

journey 10

l

lizard 17
lung disease 11

m

man-made 14
manager 12
manual work 12
marble (material) 14
maybe 17
mechanic 12
meeting 10
meteorite 17
mind (care) 10
minus (below zero) 13
misprint 14
misread 14
monument 14
moral 16

n

Norway 14

o

oasis 14
observatory 13
Oh dear 16
operation 11
order (v) 12

p

persuade 11
phew! 18
platform 10
point (n, idea) 14
polite 13
predict 10
privacy settings 15
probably 17
psychological 11

q

quite 12

r

rail card 10
really (exclamation) 16
really (adverb) 12
refuse (v) 16
refuse (rubbish) 16
regret (v) 11
relief 18
repair (v) 15
report (n) 15
require/requirement 15
return (ticket) 10
robber 15
rough 18
rude (adj) 11

r

ruler (leader) 14
sailfish 18
scam 15
scenery 10
shape 13
shark 17
shooting star 13
side 13
single (ticket) 10
skill 12
sleeper train 10
social media 15
solar system 13
spend 10
steal 15
stick (n) 16
stingray 18
Stone Age 17
symbol 13

t

technical 12
temple 15
terrible 16
theory 17
ticket inspector 12
times (multiply by) 13
tiny 13
transfer (v) 15

u

unlikely 18

w

warn 12
waterfall 14

wise 16

wonder (admirable thing, n) 14
wonder (v) 13
worry 11
wreck 18

Irregular Verbs

present	past	past participle	present	past	past participle
am/is/are	was/were	been	leave	left	left
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bit	bit	make	made	made
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
build	built	built	put	put	put
buy	bought	bought	put out	put out	put out
cut	cut	cut	read	read	read
come	came	come	ride	rode	ridden
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
drive	drove	driven	see	saw	seen
eat	ate	eaten	sell	sold	sold
fall over	fell over	fallen over	send	sent	sent
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
find	found	found	speak	spoke	spoken
get	got	got	spend	spent	spent
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	swim	swam	swum
have/has	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
lay	laid	laid	write	wrote	written

New Hello!

English for Preparatory Schools



Year Three

Workbook

Matthew Hancock

Contents

Module 4

Check your English!	iv
10 Travelling for work	2
11 Making the right choices.....	5
12 Transport workers	8
Practice Test 4	11

Module 5

13 At the observatory	15
14 Wonders of the world	18
15 Technology.....	21
Practice Test 5	24

Module 6

16 Animal stories	28
17 Animal life in the past	31
18 Sea life.....	34
Practice Test 6	37

Check your English!

Check your Vocabulary

A. Choose the correct answer from a, b, c or d:

- 1 You can find out information about the monuments of Luxor at the information centre.
- a tour b tourist c tourism d tours
- 2 The police is next to the park.
- a stop b platform c port d station
- 3 You should snorkelling in Hurghada.
- a take b make c try d buy
- 4 Tourists like to scuba diving when they visit Hurghada.
- a buy b take c make d go
- 5 I prefer reading stories.
- a historic b history c historical d historian
- 6 I have more schoolwork to today.
- a make b do c think d agree
- 7 A is the place where we can read or borrow books.
- a library b laboratory c class d hall
- 8 I read a / an about the new story I want to buy.
- a view b interview c review d vision
- 9 What kind of story do you to these children?
- a advise b revise c recommend d ask
- 10 Scientists are trying to the technology of the future.
- a think b leave c avoid d develop
- 11 Using technology is essential. "Essential" means
- a important b unimportant c boring d bored
- 12 In STEM schools, teachers students to do projects.
- a encourage b discourage c refuse d frighten

- 13** In STEM schools, science lessons aren't the same lessons introduced in schools.
- a** usual **b** unusual **c** usually **d** unusually
- 14** In STEM schools, all the lessons are English.
- a** by **b** with **c** at **d** in
- 15** Some robots under water to study the sea.
- a** dive **b** drive **c** live **d** leave
- 16** Other robots are sent into instead of people because they are dangerous.
- a** wells **b** rocks **c** earthquakes **d** volcanoes
- 17** Personal robots are to help people with jobs at home.
- a** done **b** designed **c** advised **d** refused
- 18** We use to cut the grass in garden and parks.
- a** personal robots **b** vacuum cleaners **c** lawn mowers **d** space robots
- 19** A / An is a large mountain from which fire and rocks sometimes come out.
- a** well **b** storm **c** earthquake **d** volcano
- 20** There are a lot of TV that will show the final match on air.
- a** channels **b** canals **c** studios **d** programmes
- 21** This course will help you to your English.
- a** improve **b** prove **c** remove **d** move
- 22** It's 42 today. It's very hot!
- a** marks **b** levels **c** degrees **d** suns
- 23** If you go the supermarket, please buy me two kilos of apples.
- a** pest **b** post **c** paste **d** past
- 24** My friend studies computer
- a** programme **b** programming **c** programmer **d** program
- 25** Ali is a genius maths.
- a** for **b** on **c** at **d** in

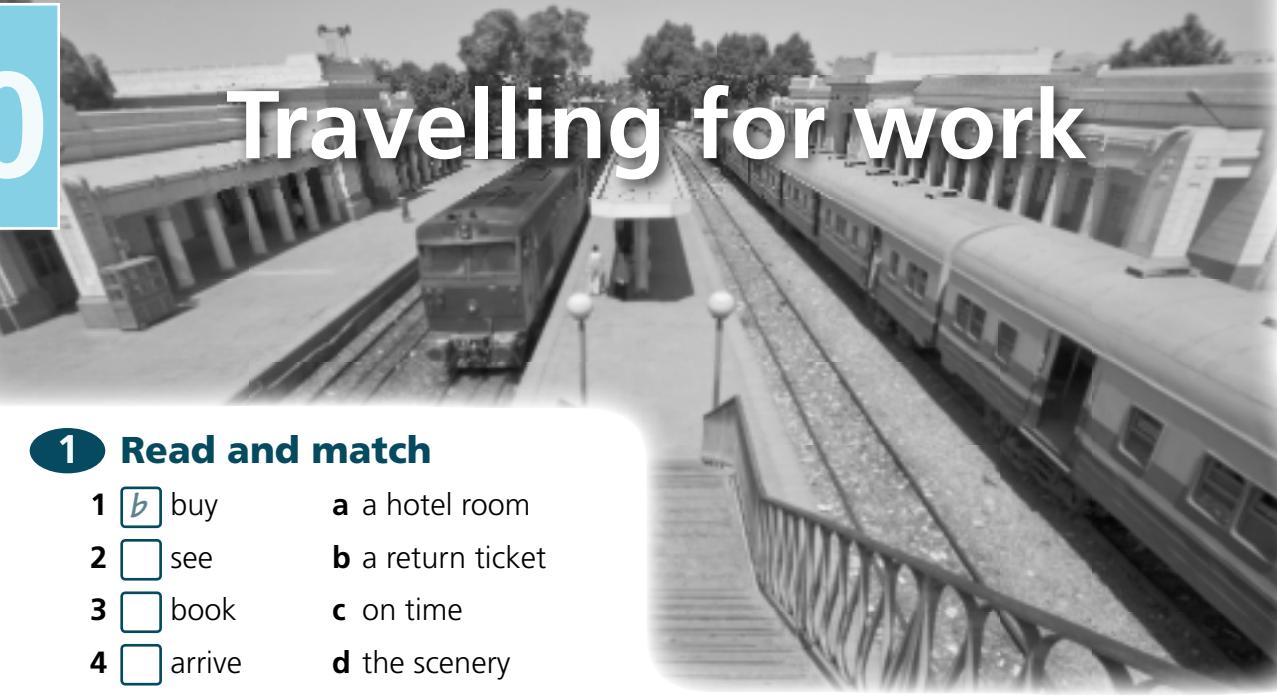
Check your Grammar

B. Choose the correct answer from a, b, c or d:

- 1 You be Ali; he isn't tall like you.
- a must b can't c might d should
- 2 You be Amal's sister; you look very similar.
- a must b can't c needn't d should
- 3 Hala arrive late; I'm not sure
- a must b can't c might d should
- 4 Kamel spend the weekend in the country. He hasn't decided yet.
- a must b might c mustn't d should
- 5 Who is knocking on the door?
- It be Adel; he usually returns home at this time.
- a mustn't b might c must d can't
- 6 It's a gold watch. It be very expensive.
- a must b might c mustn't d can't
- 7 That be a real dinosaur. There aren't any dinosaurs on earth!
- a must b might c mustn't d can't
- 8 I ride a bike when I was seven.
- a can't b was able c can d could
- 9 Faten able to solve the problem?
- a Can't b Was c Can d Could
- 10 I could drive my father's car when I was sixteen, but my brother drive it until he was eighteen.
- a can't b wasn't able c couldn't d could
- 11 After only three months, he to read, write and speak English well; he is really intelligent.
- a can't b was able c wasn't able d could
- 12 I was able to fix my computer; this means that I fix it.
- a can't b couldn't c could d didn't

- 13** Gamal could all his homework by himself.
- a** does **b** did **c** do **d** done
- 14** I wasn't able the heavy box yesterday.
- a** carry **b** to carry **c** on carrying **d** carried
- 15** Were you able to answer all the difficult questions? – Yes, I
- a** can **b** wasn't **c** was **d** were
- 16** He can solve the problem. This means that he the ability to solve it.
- a** was **b** had **c** has **d** could
- 17** They asked a difficult question.
- a** she **b** her **c** hers **d** to her
- 18** Ahmed sent a nice present.
- a** to me **b** for me **c** me **d** mine
- 19** Take off your shoes. Take off.
- a** him **b** them **c** it **d** its
- 20** Another email was sent yesterday.
- a** to him **b** him **c** he **d** his
- 21** Who can answer these questions? – I can answer all.
- a** him **b** them **c** it **d** its
- 22** I bought a mobile phone
- a** my brother **b** my brother's **c** for my brother **d** to my brother
- 23** Here is Ali's book.
– Can you
- a** give it him **b** give it to him **c** give him it **d** give it for him
- 24** I sent a message.
- a** my friend **b** for my friend **c** to my friend **d** from my friend
- 25** Have you sent the new book?
- a** she **b** for her **c** to her **d** her

Travelling for work



1 Read and match

- | | |
|---|-------------------|
| 1 <input checked="" type="checkbox"/> b buy | a a hotel room |
| 2 <input type="checkbox"/> c see | b a return ticket |
| 3 <input type="checkbox"/> d book | c on time |
| 4 <input type="checkbox"/> e arrive | d the scenery |

2 Complete the sentences

carriage destination economy meeting return book

- 1 The assistant told us that our carriage..... was at the front of the train.
- 2 Can we a seat on the second class train?
- 3 If we take the midday bus to Giza, we can to Cairo at 6 o'clock.
- 4 Excuse me, is Alexandria the final of this train?
- 5 The people who work at the shop have a every day before the shop opens.
- 6 Most people travel in class on planes.

3 Complete the sentences with the correct form of the verb in brackets

- 1 The bus to Aswan leaves.. (*leave*) at ten past six this evening.
- 2 My neighbours (*move*) to a new house in Cairo next month.
- 3 Let's walk quickly because the shop (*close*) in ten minutes.
- 4 I'm hungry. I think (*buy*) a sandwich.
- 5 Ahmed's uncle is ill so he (*not go*) to work tomorrow.



1 Choose the correct answer from a, b, c or d

- 1 Mayar's cousin is going to live in Cairo so she has bought a/an ticket.
a single **b** only **c** express **d** return
- 2 It's hot today, but the hotel room is cool because it has air
a communication **b** condensation **c** conditioning **d** cleaning
- 3 Do you want to catch the stopping train or the train?
a express **b** platform **c** carriage **d** going
- 4 We love to watch the beautiful from the train's windows.
a tickets **b** journey **c** station **d** scenery
- 5 We took a to cross from one side of the Nile to the other.
a train **b** bicycle **c** ferry **d** car

2 Complete the sentences with the correct form of these words

get into **get off** **get on** **get out of**

- 1 Yesterday, we got on the bus at school and the bus outside our house.
- 2 Imad's father a taxi and asked the driver to take him to the station.
- 3 Four tourists a car and took some photos of the statues in the park.
- 4 We usually the train ten minutes before it leaves.
- 5 Welcome to Cairo. Please the plane through the doors at the front.

3 Put the dialogue in the correct order

- a **Assistant:** That will be LE 30.
- b **Tourist:** I'd like a return, please. What time is the next train?
- c **Tourist:** How long does the stopping train take?
- d **Assistant:** Of course. It leaves from platform 1.
- e **Tourist:** Good morning. I'd like a ticket to Luxor, please.
- f **Assistant:** There's a stopping train in twenty minutes and an express train in two hours' time.
- g **Assistant:** Would you like a single or a return?
- h **Assistant:** It takes 30 minutes longer than the express train.
- i **Tourist:** I don't want to wait for two hours, so I'll take the stopping train. How much is that, please?
- j **Tourist:** Here you are. Could you tell me which platform the train leaves from?

1 Match the words with similar meanings

- | | |
|--|--------------|
| 1 <input checked="" type="checkbox"/> breeze | a very big |
| 2 <input type="checkbox"/> fantastic | b light wind |
| 3 <input type="checkbox"/> huge | c noon |
| 4 <input type="checkbox"/> journey | d wonderful |
| 5 <input type="checkbox"/> midday | e trip |

**2 Match to make sentences**

- | | |
|---|--|
| 1 <input checked="" type="checkbox"/> My father thinks that | a leaves in ten minutes. |
| 2 <input type="checkbox"/> There's a problem with the train, so | b we're going to London in August! |
| 3 <input type="checkbox"/> What time does the bus | c it'll be cold when we go to England. |
| 4 <input type="checkbox"/> We have our tickets, so | d it's going to be a slow journey. |
| 5 <input type="checkbox"/> The next boat to the island | e arrive in Luxor? |

3 Read and correct the underlined words

1 You should break a room early in that hotel because it's usually crowded.

book

2 I enjoy return trains because I wake up in a different place.

3 We can't take that train! Its journey is Alexandria and we're going to Aswan.

4 The train leaves from carriage 6.

5 My father has a very important minute at work today.

6 I am going to take the single train because it's much faster than the stopping train.

4 Write a description of a journey you plan to go on

- Choose a form of transport.
- Describe where you plan to travel and why.
- Say what time the form of transport leaves and arrives.
- Describe what you think you will see.

Remember to use the correct form of the future.



Making the right choices

1 Read and correct the underlined words

1 Too much smoking can cause lung and heart degrees.

disease

2 Don't drink too much coffee, or you'll become invited to it.

3 I had an accident to fix my leg, and now I can walk again.

4 Maysa works very hard so I'm sure she'll provide the exams.

5 Osama is coughing all the time. I think he has a problem with his legs.

2 Complete the sentences with **might, must or should have** and the correct form of the verb in brackets

1 The tourists shouldn't have brought (bring) their coats to Egypt. They won't need them in the summer!

2 Archaeologists think that the coin (belong) to an ancient pharaoh, but they are not sure.

3 It (be) winter when they took these photos. There is snow on the ground.

4 We (catch) the earlier train. It's much quicker than this train.

5 I think my grandfather (visit) England in the 1960s, but I'm not sure.

3 Answer the questions

1 Your brother's tennis racket is on the table. What must he have done this morning?
He must have played tennis.

2 Your cousin is walking in the rain wearing a T-shirt. What should he have done?

3 Firefighters are driving back from a hotel. What might have happened?

4 You see a photo of people in a city. They were wearing coats, hats and gloves. What must the weather have been like?

1 Answer the questions

1 Is a cigarette good for you or very bad for you?

It is very bad for you.

2 If something is *physical*, is it to do with your brain or your body?

3 If something is *psychological*, is it to do with your brain or your body?

4 If you are *rude* to someone, do you talk to them nicely or do you talk to them in a bad way?

5 Do people get *angry* if you have done something good or something bad?

2 Complete the sentences with words from exercise 1

1 These are very good footballers, so the reason they are losing all their games is *psychological*: they don't think they are the best.

2 It is very bad to smoke a in a hospital.

3 Volleyball is a very game: you need to be fit to play it.

4 The little boy was very after his brother broke his toy.

5 You should never be to people. Always talk nicely.

3 Complete these sentences using an expression giving a past recommendation, explaining a choice in the past or expressing regret in the past

1 I think / should / try / that strong coffee / lunch.

I think you should have tried that strong coffee for lunch.

2 I really / not want to. / not healthy.

3 You shouldn't / eat / so many cakes yesterday.

4 I really shouldn't / have / so much sugar in / tea because / bad for / teeth.

5 I think / should not / try / that cigarette / last night.

6 I / not interested, thanks.

4 Write two or three sentences about the dangers of smoking.

1 Complete the sentences with the correct form of these words

care ~~help~~ success use

- I try to be very helpful when I visit my grandparents. I clean their kitchen and sweep the floor.
 - The basketball team are very They've won all their games this year.
 - This mobile phone is very It can send emails and take photos.
 - Please be when you carry those eggs!

2 Put the dialogue in the correct order

- a** You shouldn't have eaten so much ice cream.
 - b** You're right. I won't eat so much next time!
 - c** I think you should have played that new game on your mobile phone at the café last night.
 - d** The ice cream was nice! You should have tried it!
 - e** I wasn't interested thanks. But I ate a lot of ice cream!
 - f** I really didn't want to eat ice cream. It's not healthy.

3 Write a dialogue between Person A and Person B

- Person A thinks that Person B should have tried some coffee in the restaurant last night.
 - Person B did not want to try it. He / She preferred the tea with sugar.
 - Person A thinks that Person B had too much sugar in his / her tea.
 - Person B agrees because he / she feels ill today.
 - Person A says that both of them should have had water. It is healthier.

Transport workers

1 Choose the correct word

- 1 The *manage* / *manager* is always the first to arrive in the office.
- 2 Our school is not a very old *build* / *building*.
- 3 Canada is *special* / *especially* cold in the winter.
- 4 *Manual* / *Office* workers often have to wear boots and a helmet.

2 Complete the sentences

encouraged invited ordered tell warned

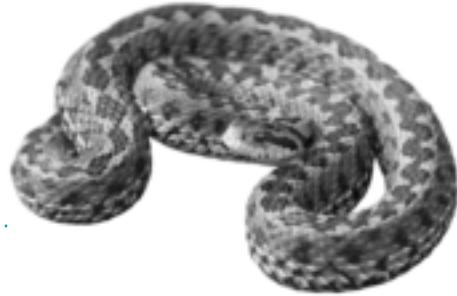
- 1 At the airport, they *ordered* us to show our passports.
- 2 Hatem's father him not to swim in the dangerous river.
- 3 Leila's mother her to learn how to cook.
- 4 Taha's uncle his friends to have a glass of juice.
- 5 The guide them that it was the best museum in the city.

3 Report these sentences using the reporting verbs from exercise 2

- 1 "Don't touch the snake," Nawal said to Ola.

Nawal warned Ola not to touch the snake.

- 2 "Stand up," the teacher said to the class.



- 3 "Go on! You can swim across the pool!" Mazin's father said to him.

- 4 "The museum is next to the park," Mr El-Baz said to Omar.

- 5 "Would you like to read the book?" Randa said to Reem.

1 Match the people and the places where they might work

- | | | |
|---------------------------------------|------------------|---------------|
| 1 <input checked="" type="checkbox"/> | baker | a school |
| 2 <input type="checkbox"/> | cleaner | b garage |
| 3 <input type="checkbox"/> | mechanic | c bakery |
| 4 <input type="checkbox"/> | ticket inspector | d restaurant |
| 5 <input type="checkbox"/> | waiter | e bus station |



2 Complete the sentences

- 1 We asked the waiter *to bring us some water.*
- 2 The ticket inspector warned us
- 3 The mechanic advised the driver
- 4 When we went to the bakery, the baker said
- 5 The manager told the cleaner

3 Complete the conversation with the correct words

extremely quite really very



Leila: Did you know that there are more than thirty cities in Europe with more than a million people? That is a lot of big cities!

Sara: One million is 1 *quite* big, but it's not as big as some cities in Africa.

Leila: What do you mean?

Sara: Well, Cairo is 2 big. It has more than ten million people.

Leila: That's true, but some cities in Asia are 3 big. Tokyo has more than twenty million people!

Sara: The problem with big cities is that it is 4 difficult to travel around them. There are too many cars and not enough buses.

Leila: I agree. I'd like to live in a city that is quite small.

1 Read the following, then answer the questions

Bike catchers are people who take bikes from canals in Amsterdam, a city in Europe. There are no hills in the city so a lot of people cycle to school and to work. In fact, thirty percent of people in Amsterdam travel to work by bike. The city also has a lot of canals and sometimes the bikes fall into the water. Perhaps this is because there are more bikes in the city than people! In the 1960s, there were so many bikes in the canals that they began to damage the bottom of boats. That is when the job of bike catchers began. One bike catcher told me that they take 14,000 bikes out of the canals each year!



1 When did the job of bike catchers start?

In the 1960s.

2 Why do so many people cycle to work in Amsterdam?

3 Do you think that bikes are expensive in Amsterdam? Why? / Why not?

4 What do you think the word *cycle* means?

- a walk b ride a bicycle c travel by canal d drive a car

5 What does the underlined word this refer to?

- a why bikes go into the canals b someone who puts bikes in canals
c nobody d all the people in the city

2 Put this plan for an article into the correct order

- a Paragraph 2: What they do
b Conclusion: How it compares to other jobs
c 1 Title: A firefighter's job
d Paragraph 1: Where they work
e Paragraph 3: How they help people
f Introduction: Why the job is important

3 Write a description of an important job

- Choose a job that you like or know about.
- Plan your writing before you begin.
- Include one or two reported imperatives.

Practice Test 4a

A Language Functions

1 Finish the following dialogue:

A man is buying a ticket at a train station.

Man: Good morning. 1

Assistant: To Luxor? Of course. 2

Man: A return, please. I'm coming back on Tuesday.

Assistant: That's LE100. The next train leaves in 30 minutes.

Man: 3

Assistant: The train leaves from platform 2.

Man: 4

2 Write what you would say in each of the following situations:

1 You have just finished the hardest test that you have ever done. Your mother asks you how the test was.

2 You are taking a bus from Cairo to Alexandria. You want to know how long you will spend on the bus.

3 You wanted to go to the beach today, but your parents say that it is too windy.

B Reading Comprehension

3 Read the following, then answer the questions:



Hi Ragab,

I am very sorry that I didn't come to your house yesterday. I'll tell you why. I left home to catch the bus at four o'clock. The bus broke down and did not arrive, so I waited for the next one, which was at half past four. The bus arrived, but before I got on the bus, an old man came out of a shop. He was carrying some heavy bags. The bus driver told me to help him with his bags. He thought that the man wanted to get on the bus. I offered to help him, but he asked me to carry the bags to his car. I carried his bags and put them in his car boot. I did not catch the bus at half past four. I was too late to go to your house so I didn't wait for the five o'clock bus. I was not happy when I got home, but my father told me that I was kind to help the old man.

Best wishes,

Taha

1 Why didn't Taha catch the bus at four o'clock?

2 Why do you think that the bus driver did not wait for Taha?

3 Why was Taha not happy when he went home?

4 What does the underlined word one refer to?

- a Ragab's house
- b Taha's house
- c the next bus
- d the bus at five o'clock

5 What do you think the word *boot* means?

- a a space for bags in a car
- b a kind of boat
- c a kind of car
- d a place to keep cars

C The Reader**4 a. Match column A with column B:**

- | A | B |
|-----------------------|---|
| 1 Black Beauty | a liked the latest fashion. |
| 2 Ginger | b was the horse which Lady Anne liked to ride. |
| 3 York | c said, "If they don't tighten the reins more, I will do what they ask me." |
| 4 Lady Smythe | d was much smaller than Earl Smythe's house at Earlshall Park. |
| | e was Earl Smythe's helper. |

b. Answer the following questions:

- 1 In what ways was Earlshall Park better than Birtwick Park?

- 2 Why did Lady Smythe use special reins to keep the horses' heads held high?

- 3 Why was it very difficult for the horses to pull the carriage up a hill?

- 4 Do you think that Ginger was right to start to kick? Why / Why not?

- 5 How do we know that York cared about Ginger and Black Beauty?

D Usage and Writing**5 Choose the correct answer from a, b, c or d:**

- 1 Ayten told me she early the next day on a trip.
 a is leaving b left c was leaving d will leave
- 2 Mona looks very happy. She done well in the exam.
 a mustn't have b must have c would have d should have
- 3 The teacher asked us talk.
 a don't b not c not to d no
- 4 What is the of the number 10 bus?
 a arrival b destination c meeting d stop
- 5 Some students work in the holidays to some money.
 a spend b lose c give d earn
- 6 Egypt can be hot in August.
 a special b excellent c especially d specialised

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

- 1 "Stand up, please," the teacher said to Ali. (ordered)
- 2 Sami was cold last night. He wore a coat. (must)
- 3 Amr's arm hurts. Perhaps he broke it. (might)

7 Write a paragraph of seven (7) sentences on one of the following:

- some useful advice a teacher or friend has given you
- the importance of technical schools

Practice Test 4b

A Language Functions

1 Finish the following dialogue:

Nevine and Lamia are at the ticket office of a museum.

Assistant: Unfortunately, the museum is closed today.

Lamia: Oh no. 1 ! I didn't know that.

Assistant: Didn't you look at the website? It has all the times there.

Lamia: 2 I'll look next time.

..... ?
Assistant: You can come any other day, but I don't recommend Saturday.

Lamia: 3 ?

Assistant: Because it is difficult to see things since there are so many people!

Lamia: 4

Assistant: Tomorrow is perfect.

2 Write what you would say in each of the following situations:

1 You visited England in the winter. It was the coldest place that you have been. A friend asks you what the weather was like.

2 You want to book a ticket for the train from Cairo to Luxor. You are coming back on Thursday.

3 You see a news report about poor people who live in Asia. You would like to be able to help them.

B Reading Comprehension

3 Read the following, then answer the questions:

In the last few years, I have travelled on some of the world's longest train journeys. First, I went on the longest train journey in the world. Taking nearly a week, it goes from Moscow to the east of Russia. My mother thought that I would be bored, but I loved it. Then a friend advised me to take the train from Shanghai to Lhasa in China. It takes about two days. People warned me that the train goes incredibly high into the mountains and it can be difficult to breathe, but I had no problems. Finally, I travelled in Australia from Perth to Sydney. Taking the world's straightest railway for four days was *unforgettable*. I travelled on my own. However, I have encouraged some of my friends to come with me next time.

1 How long is the world's longest train journey?

2 Why do you think that his mother thought he would be bored?

3 What does the underlined word it refer to?

4 What do you think the word *unforgettable* means?

a easy to remember b easy to forget c boring d not nice

5 This passage is about

a the journey from Moscow to the east of Russia b train journeys
c the trouble with travelling d the journey in Australia

C The Reader

4 a. Match column A with column B:

- | A | B |
|---------------------|--|
| 1 Black Beauty | a was accused of stealing the horses' food. |
| 2 Mr Barry | b suggested buying good food for Black Beauty for a few weeks. |
| 3 Mr Barry's friend | c said, "If they cannot pull a carriage, we must sell them." |
| 4 Filcher | d was a rich man who bought Black Beauty. |
| | e was taken to a market for horses. |

b. Answer the following questions:

- 1 What was the problem with the reins that Lady Smythe wanted the horses to wear?

 - 2 How did Ginger and Black Beauty become hurt?
 - 3 Do you think that Black Beauty was angry with Ginger because he was hurt?
Why? / Why not?
 - 4 What did Filcher do with Black Beauty's food?
 - 5 Why do you think that Earl Smythe said that he might not get much money for Ginger?
-

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

- 1 The train to Damietta at ten past eleven.
 a leave b leaves c leaving d will
- 2 You seen Omar at school yesterday. You sat next to him!
 a might have b shouldn't have c might not have d must have
- 3 I encouraged my younger brother hard.
 a to work b work c works d working
- 4 We didn't have much money so we bought class tickets.
 a first b express c stopping d economy
- 5 It is sad that some people become to computer games.
 a upset b successful c addicted d hard
- 6 My uncle is the of a factory. He gives instructions to the workers.
 a captain b manager c mechanic d secretary

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

- 1 It is not possible that you saw Mona yesterday. She is in Paris. (can't)

 - 2 "Look out, Ahmed! A car is coming," Nabil said. (warned)
 - 3 I tried the fish at the restaurant, but I regret it. (shouldn't)
-

7 Write an email of seven (7) sentences about one of the following:

- You were planning to meet your friends an hour ago, but they haven't arrived.
What do you think might, must or should have happened?
- a situation when someone tried to persuade you to do something but you refused



At the observatory

1 Complete the sentences

astronomer astronomy degrees piece
~~planets~~ solar system shooting stars

- 1 Earth is one of eight planets in our
- 2 is the study of the stars.
- 3 Hassan is very interested in space and wants to be an
- 4 At night in the desert, you can sometimes see , but they disappear very quickly!
- 5 The Science Museum has a of rock from the moon.
- 6 In Cairo, it is usually about 14 in January.

2 Read and correct the mistakes in these sentences

- 1 Imad asked me what was my name. Imad asked me what my name was.
- 2 Nawal asked me that I liked looking at the stars at night.
.....
- 3 We asked the scientist where his telescope is.
.....
- 4 Monir asked the teacher if they are studying astronomy.
.....
- 5 I asked Nader which book is his.
.....

3 Complete the following to make meaningful sentences

- 1 The teacher asked us how
- 2 We asked the teacher if
- 3 My friend asked me where
- 4 The tourist asked me if

1 Choose the correct answer from a, b, c or d

1 What is the biggest object in our solar system?

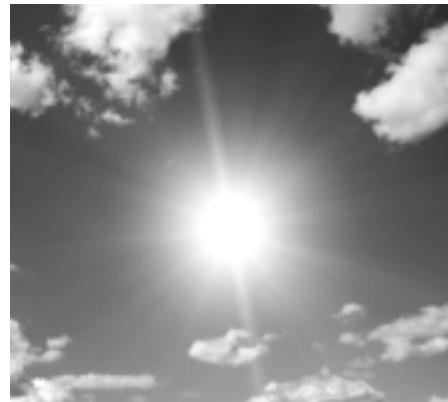
- a the moon b **the sun**
 c the earth d the meteorite

2 What does the earth do every day? It
 around the sun.

- a turns b falls
 c freezes d stops

3 What are the stars made of?
 a metal b plastic
 c rocks d gas

4 There are eight of these moving round the sun.
 a moons b planets
 c shooting stars d meteorites

**2 Match the words and their meanings**

- | | |
|--|--|
| 1 <input checked="" type="checkbox"/> anything | a make something easy to understand |
| 2 <input type="checkbox"/> explain | b speaking and behaving in a nice way |
| 3 <input type="checkbox"/> observatory | c any possible thing or event |
| 4 <input type="checkbox"/> polite | d want to know why |
| 5 <input type="checkbox"/> wonder | e a building from which scientists watch space |

3 Complete the questions

Could please think wonder would like

1 Could you possibly answer some questions for me?

2 Could you explain why it is hot in summer?

3 I if you could tell me how many solar systems there are.

4 I to know if there is another planet like earth.

5 Do you the earth is changing its size?

4 Now match the questions in exercise 3 and these answers

- a Probably, but we haven't found it yet.
 b There are probably millions. New ones are found every year.
 c It is because the earth is closest to the sun at this time.
 d No, I don't. It will always stay the same size.
 e Yes, of course.

1 Read the following, then answer the questions

A scientist visited our school today and we all asked her some questions. I asked her why the sky was blue. She said that it was because we see blue light from the sun. Mona asked her what clouds were made of. The scientist said that clouds were made of *tiny* pieces of ice and water. Leila then asked her how cold it got in the desert. She answered that it was sometimes 0°C or colder at night! Finally, Leila asked the scientist if we would grow vegetables in a lot more of the desert one day. She said that this was possible but that it would be very difficult. It was an interesting lesson and we all learned a lot of interesting facts!

- 1 What is the main idea of the passage?
- 2 Why does the sky not look blue at night?
- 3 Why do you think that it would be very difficult to grow vegetables in a lot more of the desert?
- 4 What do you think the word *tiny* means?
 a very cold b very big c very heavy d very small
- 5 What does the underlined word it refer to?
 a seeing blue light b learning facts
 c growing vegetables d asking questions

2 Rewrite these questions so that they are more polite

- 1 Can you answer my questions?

Could you answer my questions, please?

- 2 Why is the sky blue?

.....

- 3 What are clouds made of?

.....

- 4 How cold does it get in the desert?

.....

- 5 Will we grow vegetables in more of the desert one day?

.....



3 Write interview questions

- Think of a person that you would like to interview (a scientist, an astronomer, a famous person, a relative, etc.).
- Think of five pieces of information you would like them to give you.
- Write five polite questions.
- Write their replies (you can research the information).

Wonders of the world



1 Match the words and their meanings

1 Greece

a something that is built to remind people of an important event or person

2 dome

b a very hard white, black or pink rock used for building

3 marble

c a tall, thin tower

4 minaret

d a person like a king who can tell people what to do

5 monument

e a country between Italy and Turkey

6 ruler

f the top of a building that is the shape of half a ball

2 Write what you would say in each of the following situations using the present perfect

1 Your mother asks if you have finished cleaning the kitchen. The dishes are not clean yet.

2 Your friend asks you when the book club will meet. The club did not decide.

3 A friend asks you who won the sports competition this afternoon. Your brother's school won it.

3 Complete the sentences using the present perfect passive of the verbs in brackets

1 We have been taught. (teach) the present perfect in English.

2 What's the most expensive thing that (buy) at the market this week?

3 The students in my class (not tell) about the date of the exam yet.

4 Some buildings (damage) in the earthquake.

5 any trees (plant) in the park this year?

4 Write two sentences about the changes in your school over the last five years, using the present perfect passive

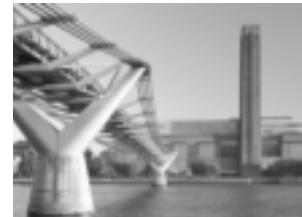
1 Choose the correct answer from a, b, c or d

- 1 Is Lake Nasser natural or is it ?
a modern **b** traditional **c** man-made **d** personal
- 2 Baghdad is a big city in
a Greece **b** Iraq **c** Egypt **d** England
- 3 There is a big where the river goes over a cliff.
a fall **b** waterfall **c** water drop **d** water cycle
- 4 You can usually find trees and birds at an in the desert.
a art gallery **b** adventure **c** oasis **d** object

2 Complete the dialogue

agree **disagree** **exactly** **point** **think of**

Dina: What do you 1 *think of* this big building in London?



Nihal: I think the building's very boring.

Dina: I'm afraid I 2 It's a new building for an art gallery. I like it!

Nihal: You have a 3 there. The modern bridge is amazing. Do you 4 ?

Dina: That's 5 how I feel. I think that London has an exciting mix of old and new buildings.

3 Write what you would say in each of the following situations

- 1 You see a photo of a modern museum. Your friend says that he / she doesn't like it, but you have another opinion.

.....
.....



The Guggenheim Museum,
Bilbao, Spain

- 2 There's a new café in your area. You want to know what your friend thinks about it.

.....

- 3 Your friend says that the test you both did was very easy. You express your opinion.

.....

- 4 You tell your brother / sister that the hotel you all stayed in was very nice. You want to know if he / she thinks the same.

1 Complete the sentences**misprint misread redo reread**

- 1 The teacher asked Hassan to redo his homework because he did not do it very well.
- 2 Look! It says "tday's news" in the newspaper. This is a
- 3 I his name and thought he was called Tim instead of Tom.
- 4 It is a good idea to any books that you are studying at school to understand them better.

2 Match the pictures and the fact files about four wonders of the world

Chichen Itza



Petra



The Colosseum



The Great Wall

- 1 **Place:** China

What is it? a wall that is 6,300 km long

Built: between around 200 BCE and the fourteenth century

Interesting fact: used to keep people out of the country

- 2 **Place:** Jordan

What is it? an ancient city

Built: between around 300 BCE and the fifth century

Interesting fact: has 800 monuments, including palaces and towers

- 3 **Place:** Mexico

What is it? a pyramid

Built: between around 750 and 1200 CE

Interesting fact: in the 1400s, all the people left the city around the pyramid

- 4 **Place:** Italy

What is it? a stadium

Built: between 72 and 80 CE

Interesting fact: 50,000 people came here to watch sports and it was free to enter

3 Write about a visit to a wonder of the world

- Choose one of the places in this unit, or one of the original wonders of the world.
- Describe it, using adjectives like *modern*, *traditional* or *beautiful*.
- What do you know about the history of the place? What can you see and do there?

Technology

1 Look at the table and complete the sentences with the correct form of these words

verb	noun
develop	development
advertise	advertisement
arrange	arrangement
require	requirement



- 1 Have you read about the latest development in computers?
- 2 There is an in the newspaper for a new computer game.
- 3 It is a that all the manual workers wear boots.
- 4 It is very expensive to something on television.
- 5 The students have to see the teacher after the class.

2 Choose the correct answer from a, b, c or d

- 1 We go to England if we had friends or family there.
a would b will c won't d were
- 2 If Hassan older, he could learn to drive a car.
a is b was c would be d had been
- 3 If I knew the answer to the question, I you.
a will tell b tell c won't tell d would tell
- 4 If Hala German, she might talk to the German tourists.
a spoke b speak c will speak d had spoken
- 5 If he read really carefully, he understand the book.
a can't b don't c would d won't

3 Answer the questions

- 1 What could you do if you had more free time?
.....
- 2 Where might you study if you could go to any university in the world?
.....
- 3 What languages would you speak if you had time to learn them?
.....

**1 Read and correct the underlined words**

- 1 How much did they buy the man for repairing your computer? pay ..
- 2 Some messages on the internet are not real. They are scans from people who want to get information from you.
- 3 We read about some interesting develops in science on a website.
- 4 A sailor went into the house in the night and took the new television.
- 5 The privacy sizes on social networking sites make sure that only people who you know can see information about you.

2 Choose the correct words to complete the dialogue

Samia: What are you reading, Zeinab?

Zeinab: I'm reading about some common internet **1** scams / sums.

Samia: Tell me **2** more / what.

Zeinab: Here's an example. A girl sends you a message on an English social networking site. She says that she wants to be your friend.

Samia: Really? Go **3** on / off.

Zeinab: She says that she is a student. She is the same age as you and wants to practise English with you.

Samia: What **4** else / also does the article say?

Zeinab: It says that the person might not be your age and might not be a student. It might be someone who wants to find information about you.

Samia: That's **5** bad / broken. What **6** happens / speaks after that?

Zeinab: You should not be their friend. You should use your **7** privacy / private settings so only people who you know can send you messages.

3 Write what you would say in each of the following situations

- 1 A friend tells you that his / her brother is studying computer programming. Ask for more information.

.....

- 2 Your cousin said that she had a busy day yesterday. First, she went to the shops.

.....

- 3 Your friend reads only the first sentence of a long text message, then stops reading.

1 Complete the sentences with capital letters, full stops and commas

1 some companies want to invest in online businesses

Some companies want to invest in online businesses.

2 many new mobile phone shops are opening in cairo

3 i never open emails if i do not recognise the person who sent them

4 last saturday i visited my cousins my grandparents and my friends who live in minya

2 Read the report and answer the questions

In this report, I am going to write about some *common* scams on the internet. First of all, be careful when anyone says that something is free on the internet. Why do companies do this? They usually say it is free for a few days, but to get it, they need information about your bank. When the free days have finished, you often find that you start to pay.

Another scam uses computer games. If you get these from the internet, be very careful. Often the software in the games is used to take information from your computer. To conclude this report, I think that we should all realise that there are many scams on the internet. If you are not sure about something, ask an adult.

1 What is the main idea of this report?

It is about internet scams.

2 Why should you be careful if something on the internet is free of charge?

3 What does the software in games try to take from your computer?

4 Who should you ask if you are not sure about something on the internet?

- | | | | |
|-------------|----------------|----------|----------|
| a a teacher | b your parents | c nobody | d a or b |
|-------------|----------------|----------|----------|

5 What do you think *common* means?

- | | | | |
|--------------|-------------------|------------------|---------|
| a successful | b happening often | c not successful | d funny |
|--------------|-------------------|------------------|---------|

6 The underlined word these refers to

- | | | | |
|---------|------------------|---------|---------------|
| a scams | b computer games | c money | d information |
|---------|------------------|---------|---------------|

3 Write a report about social media

- Choose a social media site that you know about.
- Write about when it started and why it is popular.
- Say why you use it and who you use it with.

Remember to use capital letters, full stops and commas.



Practice Test 5a

A Language Functions

1 Finish the following dialogue:

Some students are asking a scientist about space.

Noha: 1 ?

Scientist Yes, of course. The earth turns at about 1,670 kilometres an hour.

Ola: 2

Scientist: No, but most of them do have moons.

Noha: What did you ask the scientist, Ola?

3

Maya: There are many things that nobody knows about space. Do you agree?

Scientist: 4 However, we are trying to learn more!

2 Write what you would say in each of the following situations:

1 You would like to ask a teacher when he / she started working at the school.

2 A friend says that he / she thinks that the last lesson was the most interesting that you have had.

3 A friend starts to read you an interesting news story, but then suddenly stops.

B Reading Comprehension

3 Read the following, then answer the questions:

Mars has been studied for hundreds of years. Astronomers say that it is the planet which is most like the earth. A day on Mars is nearly the same as it is on earth. It lasts for 24 hours and 39 minutes. However, a year lasts for one year and 320 days, so a year on Mars is almost twice as long as a year on earth. If you looked at Mars through a telescope, you might see a very big mountain. It is more than 20 kilometres high. That is three times as big as Everest! Scientists say that if you went to Mars, you might find water under the surface. However, living on Mars would not be easy. In summer, the temperature is usually minus 5°C and in winter it can be minus 82°C!

1 What is the main idea of this passage?

2 What do scientists think might be on the planet Mars that people could use?

3 Can you think of three reasons why it would not be possible to live on Mars?

4 What does the underlined word it refer to?

a Mars b a day on Mars c a year on earth d a year on Mars

5 What do you think that the word *surface* means?

a the sea b the clouds c the top of the ground d the biggest rivers

C The Reader

4 a. Match column A with column B:

- | A | B |
|----------------------|--|
| 1 Jerry Barker | a always helped to look after Black Beauty and worked hard. |
| 2 Captain | b was the best owner and a kind taxi driver. |
| 3 Jerry's son, Harry | c was the horse that went out with the taxi carriage in the morning. |
| 4 Black Beauty | d examined Black Beauty carefully. |
| | e was pleased with his new owner. |

b. Answer the following questions:

- 1 What did Black Beauty find difficult about his first few days in London?
- 2 Why did Black Beauty think that Jerry was the best owner he had had?
- 3 Why did Black Beauty feel sorry for some of the taxi drivers and their horses?
- 4 Why do you think that each of Ginger's owners paid less money for her?
- 5 Do you think that people were always happy to have Jerry as a taxi driver? Why? / Why not?

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

- 1 Ola asked me all the people in my family were tall.
 a that b what c if d weather
- 2 I've cleaned the kitchen, but the bedrooms cleaned yet.
 a haven't been b has not been c have been d wasn't
- 3 If we went to the beach, we swimming.
 a will go b have gone c could go d won't go
- 4 The teacher wanted us to how the earth goes around the sun.
 a explain b advise c regret d control
- 5 The canal is not natural. It is
 a made b man-made c build d building
- 6 The shop is for a new assistant. Perhaps Manal can work there.
 a investing b writing c arranging d advertising

6 Rewrite the following using the word(s) in brackets to give the same meaning:

- 1 "You must stop smoking!" the doctor said to Hatem. (advised)
- 2 "What is the fastest way to Capital Bank?" (I asked)
- 3 I liked the book a lot, so I decided to read it again. (reread)

7 Write an email of seven (7) sentences to a friend who wants to know about one of the following:

- social networking sites
- how your school has changed over the past few years

Practice Test 5b

A Language Functions

1 Finish the following dialogue:

A basketball player is visiting a school.

Teacher: Today, a famous basketball player is visiting our school. This is Captain Tarek.

1 ?

Captain Tarek: Of course. What questions would the students like to ask?

Ali: My friends say that I will never be good at basketball because I'm not very tall. Is that right?

Captain Tarek: 2 You don't have to be tall. When I started playing, I was one of the smallest boys in the class!

Basel: 3 ?

Captain Tarek: I became the best basketball player in the class because I always trained very hard.

Basel: Do you think one day I might be as good as you?

Captain Tarek: 4 !

2 Write what you would say in each of the following situations:

1 You would like to ask a teacher to explain why it is colder in the winter than in the summer.

2 You think that this lesson is very interesting. You want to know what your friend thinks of it.

3 A friend tells you that he / she had an interesting morning. First, he / she went to the park. You want to know more.

B Reading Comprehension

3 Read the following, then answer the questions:

A tourist has been found after spending five days in the desert. He went for a walk and must have got lost. He was *delighted* when a farmer found him.

The farmer gave him water and told him that he should have taken a phone and lots of water into the desert. Then the farmer took him to a hospital. When he got there, a doctor advised him to sleep and drink lots of water, but said that he was not hurt.

We interviewed the tourist when he got home. He asked us to thank the farmer and the doctors. He said that if he went to the desert again, he would be much more careful.

1 What happened to the tourist when he went for a walk?
2 Why do you think the farmer said that he should have taken a phone?

3 What did the doctor say that the tourist should do?

4 What do you think the word *delighted* means?
a very sad b very thirsty c very happy d very ill

5 What does the underlined word there refer to?
a the desert b the farm c the hospital d the man's home

C The Reader**4 a. Match column A with column B:****A**

- 1 Polly
2 Ginger
3 Jerry
4 Black Beauty

B

- a believed that a pound wouldn't help if it made the horse tired.
b was given food before walking for many kilometres.
c was Jerry's wife.
d wasn't able to run very fast after the fall.
e was Jerry's son.

b. Answer the following questions:

- 1 How did Jerry describe Black Beauty to his daughter?
2 Why did Black Beauty stop finding it difficult to pull a taxi in London?
3 Why do you think that Jerry took Captain to work on Black Beauty's first morning in London?
4 Why did Ginger stop kicking people who weren't good to her?
5 How do we know that Jerry was a kind man?

D Usage and Writing**5 Choose the correct answer from a, b, c or d:**

- 1 Ahmed asked me what doing yesterday at four o'clock.
a was I **b** I was **c** am I **d** I am
- 2 Some beautiful flowers planted outside the school.
a has been **b** was **c** have been **d** have
- 3 If you visited the zoo on Friday, it very busy.
a is **b** might have **c** would have **d** might be
- 4 This email asks for my computer password. It must be a
a score **b** skin **c** scam **d** scan
- 5 My brother broke his phone and needs someone to it.
a make **b** explain **c** repair **d** report
- 6 It is hot today. It must be about forty
a degrees **b** dots **c** metres **d** marks

6 Rewrite the following using the word(s) in brackets to give the same meaning:

- 1 Perhaps if we see the teacher, she can help us with our homework. (might)
.....
- 2 What's the name of the biggest city in England? (like to know)
.....
- 3 They didn't like the colour of the house, so they decided to paint it again with a different colour. (repaint)
.....

7 Write a paragraph of seven (7) sentences about one of the following:

- someone you have interviewed
- one of the ancient or modern wonders of the world

Animal stories

1 Choose the correct answer from a, b, c or d

- 1 A story with a *moral* has a
a message **b** sad ending **c** happy ending **d** no ending
- 2 If you feel *content*, you are
a sad **b** angry **c** scared **d** happy
- 3 If you have *enough* water, you are
a thirsty **b** not thirsty **c** hungry **d** not hungry
- 4 It is a good idea to ask a *wise* person for
a food **b** wonders **c** money **d** advice

2 Match to make sentences

- 1 Ali had already eaten, so
a she bought it.
- 2 Mona hadn't read the book before, so
b he saw the invitation.
- 3 The teacher explained the past perfect because
c I went to that restaurant.
- 4 Waleed had forgotten about the family party until
d he did not go to the café.
- 5 I had never tried Chinese food before
e we had not studied it before.



3 Answer the questions

1 What had you eaten before you had lunch yesterday?

.....

2 What had you done before ten o'clock this morning?

.....

3 Which schools had you been to before you started this school?

.....

4 Which English book had you studied before you studied this one?

1 Match the words and their meanings

- | | | |
|---------------------------------------|----------|---|
| 1 <input checked="" type="checkbox"/> | borrow | a very bad |
| 2 <input type="checkbox"/> | terrible | b a bird that lives near water |
| 3 <input type="checkbox"/> | greedy | c made of gold |
| 4 <input type="checkbox"/> | goose | d wanting more than you need |
| 5 <input type="checkbox"/> | golden | e take something from someone, then return it |

2 Complete the sentences with words from exercise 1

- 1 Shaimaa did not like the film. She thought it was terrible.
- 2 Marwan asked to Mustafa's phone so he could call his mother.
- 3 Robbers are very people. They always want to steal more money.
- 4 I saw a beautiful white near the lake.
- 5 Khadeeja was very upset after she lost her necklace.

3 Write what you would say in each of the following situations

- 1 You are with your friend on a bus when you find a watch on the floor.
-

- 2 You need to borrow your friend's laptop.
-

- 3 You borrowed your friend's phone and you broke it.
-

4 Choose the correct word or phrase to complete the dialogues

- 1 Dina:** I forgot to watch my favourite TV programme yesterday.
Lamia: I can't believe it. / Oh dear.
- 2 Azza:** My oldest cousin is going to have a baby.
Hanan: Really? / Oh dear!
- 3 Imad:** The Egyptian football team played Brazil and won the match.
Medhat: Really? / Oh no! I can't believe it!
- 4 Rami:** I can't find my new phone.
Randa: Oh no! / How wonderful!
- 5 Nader:** There was a storm yesterday and now they can't find a ship.
Osama: How terrible! / How wonderful!



1 Read about Captain Scott and answer the questions

Captain Scott was a famous English soldier. He loved adventure and wanted to go to the middle of Antarctica. In 1910, Scott started his trip with four other people. If they got there, they would be the first people to walk to the middle of Antarctica. It was a long and difficult walk, but in January 1911, they finally arrived. However, Scott found that he was not the first person to walk there. A man called Roald Amundsen and his team had arrived one month earlier.

What did Captain Scott do that was different to Roald Amundsen?

Captain Scott did not have the modern equipment that Roald Amundsen had and he did not know how to travel in the snow as well as Roald Amundsen.



1 Why did Captain Scott want to go to Antarctica?

Because he wanted an adventure.

2 What did Captain Scott discover when he arrived in 1911?

3 How do you think Captain Scott felt when he made this discovery? Say why.

4 Who does the underlined word they refer to?

5 The moral of this story is _____.

- a You will not be successful unless you go faster than other people.
- b Always plan very carefully before you do something.
- c Don't work too hard because it might all be for nothing.
- d Adventures are useful.

2 Write your own story with a moral

- You can make up a story or write a news story like the one above. Use this as a model.
- Think about the message of the story and write the moral at the end.

Animal life in the past

1 Match to make sentences

- | | | |
|---------------------------------------|--|--|
| 1 <input checked="" type="checkbox"/> | Dinosaurs are animals | a they passed. |
| 2 <input type="checkbox"/> | A meteorite is a rock | b it is not warm. |
| 3 <input type="checkbox"/> | If something probably happened, | c you will not see it again. |
| 4 <input type="checkbox"/> | Dust is something | d you think it happened, but you are not sure. |
| 5 <input type="checkbox"/> | If a volcano erupted, | e which comes from space. |
| 6 <input type="checkbox"/> | When an animal dies out, | f you would see smoke and fire. |
| 7 <input type="checkbox"/> | If water is cool, | g which have died out. |
| 8 <input type="checkbox"/> | If Aya and Dina both got 95 percent in the exam, | h which comes from volcanoes. |

2 Complete the sentences with the correct form of the verbs in brackets to make third conditional sentences

- 1 If Mona had remembered (remember) to bring her phone, she would have called (call) you.
- 2 If Ali (read) the book, he would (know) what happened at the end.
- 3 Sami wouldn't (play) basketball if he (forget) to bring the ball.
- 4 If I (not see) that camera in the shop, we wouldn't (buy) it.
- 5 If Mr Al-Baz (catch) the plane this morning, he would (be) in Paris by now.

3 Answer the questions

- 1 What would you have worn if it had rained yesterday?
.....
- 2 If your mother had been ill at the weekend, what would you have done?
.....
- 3 What would you have said to the teacher if you had forgotten to bring in your homework yesterday?
.....



1 Answer the questions

1 How many animals can you name that live in Egypt?

2 Which of the quiz questions in the Student's Book page 44 surprised you most? Why?

2 Complete the sentences

die out farming huts Stone Age cave

- 1 The Stone Age was about 8,000 years ago.
- 2 is important because it gives us food to eat.
- 3 We need to protect many of our animals if we do not want them to
- 4 Yassin stopped and rested in a when he was climbing the mountain.
- 5 The fishermen keep their equipment in small wooden on the beach.

3 Choose the correct words to complete the dialogue

Soha: I'm reading a book about the Ice Age. This was a time when it was very cold and a lot of the earth was ice.

Nevine: When was the last big Ice Age?

Soha: The last big Ice Age ended **1** about / in 11,000 years ago. The earth became warmer **2** almost / first 10,000 years ago. That is when most of the ice melted.

In **3** round / around 1850, a scientist called Louis Aggasiz was the first person to study the Ice Age carefully.

Nevine: Did people live in the Ice Age?

Soha: I think that people lived in the Ice Age from **4** at / maybe 15,000 years ago.

**4 Write what you would say in each of the following situations**

1 A friend asks you when the first car was made.

2 Your cousin asks you when your school was built.

3 Your teacher asks you for the age of the oldest part of Cairo. This was built around 1000 CE.

1 Complete the sentences

begin beginning build building cause

- 1 What was the cause of the accident outside the museum?
- 2 The of the book was boring, but the end was very exciting!
- 3 How long did it take for them to the Qasr al-Nil Bridge?
- 4 Tomorrow's lesson will at half past ten.
- 5 This hotel is the tallest in the city.

2 Work in pairs. Can you answer these quiz questions about an animal from the past?

- 1 What was the pterosaur like?
 - a a large bird
 - b a large insect
 - c a large snake
 - d a small bird
- 2 About how many years ago did it live?
 - a one million
 - b ten million
 - c eighty million
 - d one hundred million
- 3 What wouldn't it have been able to do if it hadn't had a long neck?
 - a drink water
 - b catch fish
 - c climb trees
 - d fly
- 4 Where have people found fossils of the pterosaur?
 - a Europe and Africa
 - b Asia
 - c America
 - d Australia



3 Listen and check your answers

4 Write the answers to the quiz questions

- Check your answers to exercise 2. Use the correct answers to write a text about the pterosaur.
 - Include an opening paragraph, one or two paragraphs with more information and a conclusion.
 - Include an example of the third conditional if possible.
-
-
-
-
-
-

Sea life

1 Complete the sentences

~~anywhere~~ coral dolphins stingray rough

- 1 Have you been anywhere as interesting as Alexandria?
- 2 Don't go diving when the sea is
- 3 is a group of animals that live together in large groups.
- 4 A is a big, flat fish that lives at the bottom of the sea.
- 5 are very intelligent. They often jump out of the water in front of our boat.

2 Answer the questions

- 1 Can you name three kinds of plant life? spinach, tree, papyrus
- 2 Can you name three kinds of sea life?
- 3 Can you name two kinds of bird life?
- 4 Can you name two different seas?

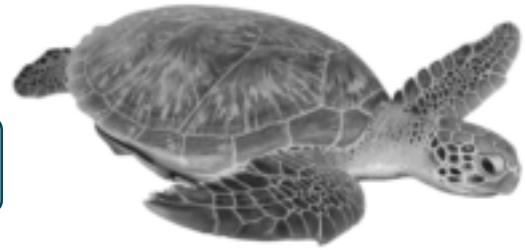
3 Match to make sentences

- | | |
|--|---|
| 1 <input checked="" type="checkbox"/> If we use a telescope tonight, | a we can go swimming. |
| 2 <input type="checkbox"/> If they went to London, | b the boat might not leave Port Said. |
| 3 <input type="checkbox"/> If the weather is good today, | c he couldn't take the science test. |
| 4 <input type="checkbox"/> If the sea is very rough, | d we might see a planet. |
| 5 <input type="checkbox"/> If Hassan was ill, | e they could practise speaking English. |

4 Choose the correct words

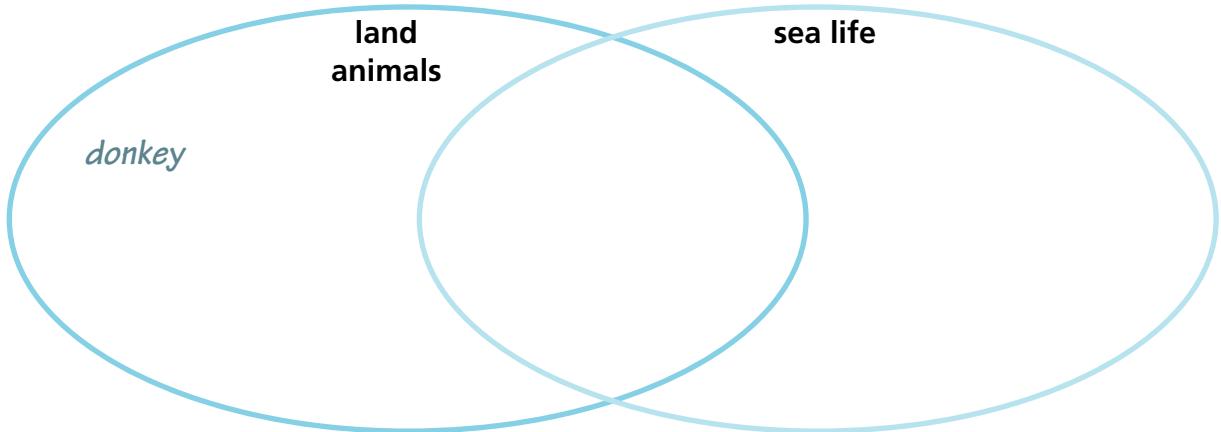
- 1 If we revise for the test, we might / will get 100 percent.
- 2 If they went to Alexandria in May, it won't / might not be very warm.
- 3 If Hala was very good at English, she might be able / might to get a job in London.
- 4 If Mr El-Baz missed the bus, he couldn't / might arrive in Luxor until tomorrow.
- 5 If they visited the farm, they could see / to see lots of lambs.





1 Complete the diagram

donkey lion shark stingray
snake tortoise turtle whale



2 Complete the sentences

diver excitement instructor relief wreck

- 1 The diver ... said that he saw some beautiful coral under the sea.
- 2 The best place to see fish is in the old of a boat near the island.
- 3 There was a lot of when the tourists saw some dolphins following the boat.
- 4 Don't worry if you haven't swum before. The will show you what to do.
- 5 It was a to hear that nobody was hurt in the accident.

3 Complete the dialogue

Tour guide: We are going to visit the desert today.

Tourist: Great! **1** desert. / love / I / the
I love the desert.

Tour guide: I hope that we will see some beautiful birds.

Tourist: **2** forward / that. / to / looking / I'm



Tour guide: There are also lots of snakes in the desert, but not many of them are dangerous.

Tourist: **3** goodness / for / Thank / that!

Tour guide: Remember, too, that it is very hot the desert. However, there are a few clouds today.

Tourist: **4** relief. / a / What

Tour guide: So, shall we go now?

Tourist: Yes, please! **5** wait! / can't / I

1 Match the words and the abbreviations

- | | |
|--|----------------------|
| 1 <input checked="" type="checkbox"/> a.m. | a kilometres an hour |
| 2 <input type="checkbox"/> p.m. | b television |
| 3 <input type="checkbox"/> km/h | c in the morning |
| 4 <input type="checkbox"/> TV | d centimetre |
| 5 <input type="checkbox"/> cm | e in the afternoon |

2 Make notes for these sentences

1 Our English lesson is at 11 o'clock tomorrow morning.

English - 11 a.m. tomorrow

2 Your favourite television programme is on at 6 o'clock this evening.

3 That book is 25 centimetres wide.

4 Shall we go to the park or the beach this weekend?

3 Write these notes in full sentences

- sharks = dangerous animals?
- very few eat people
- first lived: 400 million years ago
- 500 different kinds
- no bones in body
- probably can't see colours
- up to 14m long



- Write two paragraphs.
- Write full sentences and do not use abbreviations.

Practice Test 6a

A Language Functions

1 Finish the following dialogue:

Amal and Lamia are talking about a man's journey along the Nile.

Amal: In the news, it says that a man has walked all the way along the Nile.

Lamia: Yes, I heard about this. It's unusual! 1

Amal: He did it because he wanted to see if it was possible.

Lamia: I heard that at the beginning of the journey, he was very ill, but

2 ?

Amal: That's good. 3

Lamia: Yes, he said he would. It will probably be a very interesting journal to read.

Amal: 4

2 Write what you would say in each of the following situations:

1 Your friend asks you when your father was born. You aren't sure, but you give an answer.

2 You hear that a tourist was lost in the desert, but that he has just been found.

3 You hear that scientists have found a new medicine which will help many people.

B Reading Comprehension

3 Read the following, then answer the questions:

If you go to some places in Asia, you might see some amazing snakes which can fly! Scientists have asked why they do this. The answer is that it is easier for the snakes to travel this way because they live in an area full of tall trees. If they didn't fly, they would have to go down one tree and then climb up the next one. It is much easier and quicker for them to jump from one tree and fly to the next. The snakes can fly about 24 metres at ten metres a second. How do they do this? Scientists now know that the snakes put their bodies in the shape of an S and move very slowly. If the scientists hadn't used digital cameras to film them *in slow motion*, we might never have known this.

1 What is unusual about some of the snakes in Asia?

2 Why don't the snakes climb down one tree and climb up the next?

3 Why do you think that the scientists studied the snakes?

4 The expression *in slow motion* means watching something

a more slowly than usual

b faster than usual

c very carefully

d in a laboratory

5 What does the underlined word this refer to?

a why snakes fly

b where snakes live

c what snakes eat

d how snakes fly

C The Reader**4 a. Match column A with column B:**

- | A | B |
|-------------------|---|
| 1 The doctor | a had easier work in the end. |
| 2 Skinner | b took Black Beauty to a large field to give him good food. |
| 3 Mr Thoroughgood | c had no problems all his life. |
| 4 Black Beauty | d was also a taxi driver. |
| | e told Jerry that he should stop driving a taxi. |

b. Answer the following questions:

- 1 Why were holidays not always an easy time for taxi drivers?

- 2 What happened to Jerry when he had to wait outside the house of a rich man?

- 3 Why did Polly write to Mrs Fowler?

- 4 Why do you think that Skinner told the girl not to worry after she said that Black Beauty looked too weak to carry their bags?

- 5 Why do you think that Black Beauty was sold at the part of the market where the horses were old or ill-looking?

D Usage and Writing**5 Choose the correct answer from a, b, c or d:**

- 1 If Osama had got the job at the bank, he travelled a lot.
 a will have b would c had d would have
- 2 If we see Ali, we ask him to phone you.
 a would b would have c will d do
- 3 The river was very dry because it for two months.
 a doesn't rain b rained c had not rained d has not rained
- 4 Don't be ! You have already eaten a big ice cream.
 a honest b greedy c hardworking d kind
- 5 The came from space and landed in the sea.
 a mountain b minaret c meteorite d monument
- 6 The showed us how to dive under water.
 a hero b interviewer c instructor d inventor

6 Rewrite the following using the word(s) in brackets to give the same meaning:

- 1 I'm not sure where Tarek is. Perhaps he's in the park. (might)

- 2 Do you have as much water as you need? (enough)

- 3 I didn't recognise your cousin so I didn't say hello. (if)

7 Write an email of seven (7) sentences to a friend about one of the following:

- a visit to the Red Sea
- an animal that you like

Practice Test 6b

A Language Functions

1 Finish the following dialogue:

Fawzy and Mazin are speaking about a dangerous hobby.

- Fawzy:** Look at this photograph in the magazine: A man is standing on top of a very tall building.
- Mazin:** Really? 1
- Fawzy:** The magazine says it's his hobby.
- Mazin:** 2
- Fawzy:** I couldn't agree with you more. The police should stop him.
- Mazin:** 3
- Fawzy:** It also says that the police arrested him.
- Mazin:** 4

2 Write what you would say in each of the following situations:

1 Your parents say that they are taking you to the beach tomorrow.
.....

2 You see people leaving rubbish on a beach.
.....

3 A friend tells you that you have won a prize.
.....

B Reading Comprehension

3 Read the following, then answer the questions:

Hi Osama,

You told me to ask my father what problems he had had in his life. He said that when he was 20, he had an accident in the desert when he had driven all night. When he was 24, someone took all his money when he travelled to London. If he hadn't travelled to Brazil when he was 30, he wouldn't have been *bitten* by a snake and spent a day in hospital! So I asked him if he wished he hadn't done these things.

"No, I don't regret anything!" he said. "Remember that it is not what you do that you regret, but what you don't do." I will remember that advice. Tell me what your father says!

Best wishes,
Karim

- 1 Where did Karim's father have an accident?
- 2 Did many good or many bad things happen to his father?
- 3 Do you agree with his father's advice? Why? / Why not?
.....
- 4 What do you think the word *bitten* means?
 a cut into by teeth b followed c frightened d hit
- 5 What do the underlined words these things refer to?
 a his travelling b boring events c different places d hospitals

C The Reader**4 a Match column A with column B:****A**

- 1 Jerry
- 2 Black Beauty
- 3 Joe Green
- 4 Skinner

B

- a stopped working because the vet said he broke his leg.
- b did not give Black Beauty enough to eat.
- c recognised Black Beauty from his white foot and white star.
- d became healthy again after Mr Thoroughgood and his grandson looked after him.
- e moved to a cottage with his family so that he could work for Mrs Fowler.

b Answer the following questions:

- 1 Why do you think that Jerry became ill?
- 2 Why do you think that Black Beauty was worried when Jerry found work with Mrs Fowler?
- 3 Who was Skinner and why was he a bad owner?
- 4 What happened when Black Beauty tried to pull the carriage up a hill?
- 5 Why didn't Black Beauty recognise Joe Green at first?

D Usage and Writing**5 Choose the correct answer from a, b, c or d:**

- 1 If Leila had more free time, she read more books in English.
 a would b would have c will d must
- 2 If I that he was famous, I would have taken a photograph of him.
 a knew b know c had known d was knowing
- 3 What before you played tennis?
 a you eat b you ate c you had eaten d had you eaten
- 4 How many eggs do the farmer's chickens each day?
 a lie b give c lay d put
- 5 People have used to make cups for hundreds of years.
 a stone b clay c straw d sticks
- 6 This book is I don't want to read it any more.
 a special b excellent c terrible d greedy

6 Rewrite the following using the word(s) in brackets to give the same meaning:

- 1 If I see Sayed, perhaps I'll ask him to help me with my homework. (might)
- 2 I can't wait to go to the museum tomorrow. (look forward)
- 3 I was ill, so I didn't go to work. (If)

7 Write a paragraph of seven (7) sentences about one of the following:

- animals that lived in the past
- a story with a moral